

# **NATIONAL SYMPOSIUM ON CHILD-CENTRED EDUCATION**

**October 10—12, 1988**

## **ABSTRACTS OF PAPERS**



**Department of Educational Psychology, Counselling & Guidance  
National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016**



## PREFACE

This volume contains the abstracts of papers submitted for the National Symposium on "Child-Centred Education - Different Approaches including Behavioural Approach", to be held at the NCERT, New Delhi with effect from 10th to 12th October, 1988. The Symposium has been organised by the National Council of Educational Research and Training, New Delhi to elaborate and illustrate the implications of the specific recommendations of the National Policy of Education (NPE-1986), and those contained in the subsequent document Programme of Action (POA) related to Child-Centred and Activity-Based Education.

The NPE (1986) has emphasised that "a human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism". The Policy recognises that "Each individual's growth presents a different range of problems and requirements, at every stage - from the womb to the tomb", implying that a child's individuality and dignity are respected, and his needs, interests, aptitudes and abilities are taken into account by the educational system. To educate the future generation that will have the competency to tackle its problems creatively, with confidence and determination, and with a commitment to human values and to social justice, the National Policy has advocated a "child-centred and activity based process of learning". The child-centred approach to education has assigned the teacher a changed role of a facilitator of the learning process and an organiser of the learning situation to stimulate curiosity and independent thinking, develop problem-solving skills, promote planning and execution of projects and self-learning involving acquisition of knowledge through observation of phenomena, creative thinking and associated activities.

Concrete, effective and feasible plan of action to implement the recommendation of the National Policy of Education related to child-centred and activity-based education has to emerge from realistic perception, active participation and wisdom of eminent scholars and academicians; teachers and teacher-educators, educational planners and administrators, psychologists and pedagogists, social workers and opinion leaders, who are likely to contribute to the process of policy formulation, execution and monitoring. Therefore, the NCERT invited well known educationists, opinion-leaders and administrators to contribute papers on this theme of child centred and activity-based education. We received a very good response from the invitees. We have received more than 75 papers. These papers have been compiled in two separate volumes comprising of over one thousand pages. These volumes will be made available to the invited experts at the beginning of the Symposium.

We have compiled the abstracts of the contributed papers so that these may provide a brief and synoptic view of the contents of the different papers. It is hoped that the participants will find value in going through these abstracts so as to make the deliberations precise and concrete.

I am thankful to my colleagues in the Department of Educational Psychology, Counselling and Guidance, NCERT, New Delhi, who have compiled this volume of abstracts.

K.N.Saxena  
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26th September, 1988



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COMMUNICATION BETWEEN TEACHERS, PARENTS AND THE COMMUNITY:  
STRATEGIES, MATERIALS AND THE MEDIA

Dr.(Mrs.) Asha Bhatnagar

Education of the child necessarily requires a team spirit between various agencies of the society such as the school, the home and the community. Modern researches and theories in psychology; pedagogy; and education have revealed that any one of these agencies cannot accomplish the task of educating the 'child in totality'; for the child has many facets and different facets are manifested in different situations. Some aspects of the child are very clearly manifested in the home whereas in the school these may remain hidden. Similarly the perceptions, expectations and aspirations of the home may be very much different than the school and if they both do not work in collaboration and perfect understanding there may not be real harmony in the efforts of the two. In such a case one may keep on trying undo what the other is striving hard to do, resulting in chaos of efforts without any tangible and positive outcomes. It is therefore, of paramount importance that all the agencies which are responsible for child management and his rearing up work should work in partnership with full knowledge of the other's aspirations, expectations and perceptions.

Constant contact and effective communication is, therefore, indispensable between them.

The communication can<sup>be</sup> established either through media or personal contact. One way communication through means such as letters, newsletters, student diaries, handbooks, pamphlets, brochures etc. and the media such as T.V., radio and the newspapers is required at times, but the two-way communication through personal contact is ideal as it provides open opportunities for exchange of ideas and information. The teacher can employ various strategies to work with parents and the community. He can try to develop understanding, create sympathy in them and ultimately involve them in the school activities which may contribute tremendously towards the congenial school-home partnership in the education of the child.

Similarly the teacher can plan modalities to establish contacts and connections with various agencies of the community. This may help in collecting different types of information required for assisting the pupils, referring them for a number of reasons and procuring financial support not only for the pupils but for the school as well, if need be.

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The strengthening of the contact with home and community can be achieved through various types of materials and establishing a resource centre, which will consist of relevant references, books, published materials, media materials, toys, self-administering guidance materials and equipments and the like.

For reaching out to the parents and the community with the advent of the new era of technology in India, traditional methods are to be judiciously supplemented by the electronic link in the form of mass media particularly T.V. and radio. Besides, the multi-media approach for establishing the communication between all the agencies has to be explored and utilized for the development and education of the 'total child'.

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## CHILD-CENTRED EDUCATION IN THE CONTEXT OF UNIVERSALISATION OF PRIMARY EDUCATION

Prof.A.B.L.Srivastava

When education is made child-centred it is expected that children will have greater motivation to attend school and will also<sup>show</sup> better performance as a result of which chances of their dropping out of the school decrease. Obviously child-centred approach to education will help in achieving the goal of universalisation of primary education more readily. But proper child-centred education is possible only when teachers have necessary training and motivation to adopt this approach. At present the majority of primary schools in our country are very poorly equipped and in many of them the pupil-teacher ratio is also quite high. In such schools teachers cannot pay much attention to the individual need of the child and help in his all round development. At best the teachers can concentrate on the weak students in improving their scholastic performance by allowing them to proceed at their own pace and providing remedial teaching where necessary. On the other hand in well-equipped schools it should be possible for teachers to help even the gifted students in improving their performance and development of their individual talents.

It is suggested that the schools may be classified in different categories according to the facilities they have as well as pupil-teacher ratio, and then suitable strategies of child-centred education may be developed for the schools of different categories. The scope and objective of the child-centred education would differ from one category of schools to another. In view of the vastness of the problem and the large number of ill-equipped schools in the country some tangible results can be achieved only when such an approach is adopted for making education child-centred.

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## WORK EXPERIENCE AND CHILD CENTRED EDUCATION.

Professor A.K.Mishra

Work Experience concept is deeply rooted in Indian educational philosophy. But serious aberrations have cropped up in actual implementation in spite of its acceptance in principle by all commissions and policy pronouncements since independence in India.

The curriculum; both at conceptual plane and in terms of implementation, cannot be anything than child-centred. The child is mentally and physically involved with all phases of "learning by doing" when it comes to work experience. This leads to the development not only of manual skills and dexterity but also many subtle aspects of personality and character which are not possible through the studies in the so called scholastic areas per se. In spite of this the parental and social attitudes gravitate against its willing acceptance in the school curriculum.

It is important to make the entire school curriculum more application oriented where the theory and practices learnt in class rooms are put to practical application in the community. This will accord a place of honour to work experience in school curriculum and make the entire learning child-centred, even in respect of other disciplines. If and when this stage is achieved there may not exist a separate curricular area called "Work Experience".



DEVELOPING NATIONAL IDENTITY IN INDIAN CHILDREN

Prof. Amar Kumar Singh

Neither religion or ethnicity, nor culture and language, nor political ideology can be the basis of commonness amongst the Indian citizens. The social, economic and political ideals and values enshrined in the Indian Constitution provide an acceptable common basis for creating psychological oneness and national identity. Since the ethnic and religious identities begin to take shape from early childhood and are fully formed by adolescence, it is necessary that attempts to develop national identity are directed to the minds of children speedily.

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VALUE ORIENTED EDUCATION THROUGH BETTER COMMUNICATION  
BETWEEN TEACHERS, PARENTS AND THE COMMUNITY

Shri Anant Pai

In the past two decades, there has been considerable concern about the need for value-based education and the topic has been repeatedly discussed at forums of religious bodies, service organisations and educational institutions. In the National Education Policy, 1986, too, value education is mentioned for its role in eliminating "obscurantism, religious fanaticism, violence, superstition and fatalism." But unfortunately, there is no methodology or remedial action suggested to inculcate value education.

The paper attempts to emphasise the damaging role of our present education system on the self-esteem of youngsters and stresses that the sense of rejection felt by the youngsters is responsible in a big way, both for the escapism and violence exhibited by our youth. Though the parents' role is most important in imparting value education, it is felt that only enlightened teachers can start a chain reaction, as a result of which the parents, the society and finally the children are influenced in the right manner.

It is for the teaching fraternity to stress the role of self-esteem in character-building. Since many in the teaching profession do not have self-esteem, the crux of the problem lies here. This needs to be attended to.



## PREPARING CHILDREN FOR FUTURE CITIZENRY

Prof. Anima Sen

After the World War II, human talent has been increasingly recognised to be worth cherishing as a resource. Wise investment for the development of this human resource is expected to lead to an all round development of a nation. One of the most important resources of any community is its children. The children are the citizens of tomorrow who would substantially contribute to the social, economic, and all-round development of the country.

The key word for such development is education; the process of education manifests itself through its ability to produce more and more quality citizenry for future generations. Achievement through education should ensure production of quality human beings, more knowledgeable, more pragmatic, more sensible, more sensitive, more amenable and more concerned to the relevant needs of the society.

Education must generate the needed trained and skilled manpower. Education does not limit itself to only academic achievement or mere text book learning; rather it is more concerned with the all round development of an individual. The insight and applications of psychological principles have significant relevance to the process of life long education,

as is evident from the educational objectives and activities related to each stage of human development.

India has a great mandate to enhance the quantity of its educated people -- from the pre-independence period, the literacy rate has increased from 24% to 36% in 1981. In India, children upto the age of 14 constitute about one-third of the total population; 50% of which are the children below five years of age.

The question of quality is implicitly related with quantity. Development of these children into healthy normal individuals as future citizens cannot readily be effected when the statistics indicate that 44% of total deaths are from population of children under 14 years of age. Similarly millions of children in India are destitutes and orphans.

In this backdrop, the basic primary education has tremendous implications. But, even basic to this basic education is pre-school education. Value-oriented education and vocationalisation are two important aspects of education and educational Institutions have a definite role to play, in the development of a child.

Some of the relevant factors in relation to the physical, social and psychological development of the child are considered in detail in the paper. These are:

Malnutrition during infancy and early childhood is believed to have long term repercussions on both physical growth and intellectual performance in later life. Behavioural consequences of malnutrition in human population are manifold. A thorough analysis of home environment often helps in understanding the source of the child's problems.

The needs for proper education, recreation and mental and psychological growth and adequate nutrition are extremely important for the child at school. The school environment and community have very significant roles; satisfying and stimulating experiences at school and in recreational activities with peer group become conducive in generating a feeling of adequacy and a sense of confidence and security. This, in turn, might sometimes offset substantially even for an adverse home situation.

The home training may not necessarily be always sufficient because of various reasons. The parents, particularly the mother may not have sufficient time to look after all those various needs of the child.

The school environment is drastically different home environment and in this context, outside agencies other than mother, can play a very substantial role. It would build a 'readiness' for learning by providing a rich variety of experiences suited to the needs of the child, which would enable the child to explore the world, simultaneously developing his potentials.

Some pre-school preparation is very essential for the vast majority of Indian children whose <sup>home</sup> background is not conducive enough for intellectual, emotional or social experiences which would contribute to their adequate psychological development. The privileged child perhaps can do even with pre-school attendance; the underprivileged need it rather badly. However, such facilities are mainly accessible to the children of the privileged persons as nursery education is quite expensive. Only a negligible percentage of the children population (about 2%) can have the benefit of nursery school experience in a developing country like India. The Kindergarten experience can also go a long way in moulding the child's attitude and later adjustments in his school, provided of course that the authorities of the nursery and Kindergarten schools do operate with a sense of devotion and service to the community.

For the global development of the child: physical, mental, social and emotional and to make him effective citizen of tomorrow, variety of adequate experiences need to be provided to meet his varying individual abilities, interests and needs. Rearing up of children is not the responsibility of the parents, or the family only. This responsibility has multi-dimensional aspects viz. Home, School, Community, Government, Voluntary, Social and Political organisations-all have a part to play in executing this great task not only for the sake of the child but for the nation building. Although home and the school are the major institutions responsible for the over-all development of the child, especially during the formative years, yet their services can be made more effective and its functioning enhanced if these are assisted by other agencies in the community. If all concerned play their role conscientiously, the nation would be enriched, full of quality human beings all around.

The major objectives of early education is to assist the child in the process of integration of personality in the form of physical, cognitive, emotional and social developments. The modalities of different educational programmes, therefore, need to be such that they provide adequate opportunities for each child-male or female; to develop himself or herself into a socially sensitive, humanistic, conscientious, fearless and value-oriented citizen to meet up challenges in different spheres of life.





CHILD-CENTRED APPROACH IN PRE-SCHOOL EDUCATION-  
IMPLICATIONS FOR PRIMARY EDUCATION.

Prof.(Mrs.)Amita Verma

The National Policy on Education (1986) has given highest priority on reforms in primary education in order to ensure universal retention of children upto the age of 14 years. As one of its main resolves the policy has emphasized child-centred approach at the primary level of education.

This paper examines some of the key concepts of the child-centred approach including - development of total personality of children, activity - based programmes with alternative teaching strategies, discipline through guidance, non-directive teaching, maintenance of positive human relationships and, above all, the central theme, the play-way method.

Attempt has been made to explain the basic nature of children's play and its role in the child's development and learning, and implication and further extension of the approach in a modified form at primary level in order to ensure a continuous child-centred instruction from pre-school to primary school.

Children's play behaviour, as described by Hatt (1979) in terms of epistemic behaviour, ludic behaviour and games with rules have been explained and their values for learning have been enumerated.

The global outcomes, through play-way approach in pre-school years in terms of developmental changes and learning abilities in children which will further aid their learning in primary years have been explained.

The second part of the paper explores the modification required at primary school level in order to consider a child-centred approach at the level. Modifications are required in terms of curriculum development, physical setting and classroom organization, methods and materials, teaching strategies and teacher's attitudes, preservice and inservice teacher training, and evaluation of children's performance.

This paper deals with certain guidelines to be kept in mind in order to modify these above various aspects, in the context of primary education in India.

The problems in the cultural and economic and social conditions in Indian context which will pose diverse challenges in bringing about these modifications in our primary school system have also been enumerated.

## PSYCHOLOGY OF THE CHILD AND THE PRIMARY SCHOOL TEACHER

Prof. Bager Mehdi

Psychological factors play a very important role in learning. The teacher often fails to take note of them while teaching in the classroom, with the result that a child fails to respond to his efforts. The child is a thinking, feeling, and willing organism, who is constantly interacting with the environment in which he is placed. Unless a suitable climate for learning is created by the teacher with full understanding of the psychological factors which crisscross the learning process, the major purpose of teaching is defeated. The major aspects of child's personality, which have a bearing on learning, are summed up under three heads: (1) Child's body and his senses, (2) Child's emotions and (3) Child's intellect. The teacher has to understand the implications of all these aspects for learning.

Another important aspect of teaching-learning to which the teacher must attend is the developmental process of child's personality. The process of education is, directly or indirectly, concerned with the development of the child. The process has to be understood by the teacher, both from the point of view of the different roles the child has to

of the ... to which ...

play in life viz., his role as a learner, as a person, as a citizen, as a worker, and from the point of view of the different aspects of his personality like motor, mental, social, moral, emotional and psychological, which also include his needs, motives, interests aptitudes and attitudes.

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## CHILD-CENTRED EDUCATION FOR GIRLS

Professor C.Dhar

Concern with women's education and their status has been well articulated in the National Policy of Education. Child-Centred Education can be visualised as girl-centred education in keeping with the concern for women's education and their development.

Main goals for girl-centred education should be:

- increase in the number of girls in school
- increase in the number of institutions catering for girls
- increase in the number of girls in vocational and technical training institutions
- increase in the number of girls/women in various kinds of vocations and jobs.
- increase in the number of women occupying positions of power and status
- increase in the number of girls and women in more coveted jobs.
- ~~increase in the number of girls/women in visible~~ places and social situations.

A variety of strategies and approaches to attain the goals of girl-centred education need to be developed, tried out and implemented on large scale. For this purpose more women with the power and competence to intervene for attaining these goals should be trained and inducted into appropriate positions. Women teachers and women administrators could be of immense help. Maximum inputs are required at such points as primary education secondary education, vocational education and higher education.

Selection and planning of specific strategies is the focus of this paper. Improvement of educational standards, and raising the status of girls and women in the society through attitude changes in both girls and boys are necessary.

Guidance and counselling programmes are needed to modify the career goals and vocational development of girls and women. Some programmes and experiences are available in this direction and have been described in this paper. Among the specific objectives of such intervention strategies are :

- recognise work and vocation as essential component of development and self-fulfilment for both girls and boys.

- recognise that abilities and aptitudes are not demarcated on the criteria of sex.
- recognise that human development rather than development of girls and boys as two distinct species is the objective of education

Because development and education of girls has received less emphasis and has been subject to bias due to unfavourable attitudes there is need of corrective and accelerated action programmes.





NEED AND NATURE OF EMOTIONAL EDUCATION FOR CHILDREN :  
A RATIONAL-EMOTIVE APPROACH

Professor C.G.Pande

This paper is intended to highlight the importance of systematic emotional (affective) education which has, hitherto, failed to receive the attention of educational psychologists it deserves. The objectives of education namely teaching cognitive and conative competencies are not fully reached when assessed in terms of actual performance and behavioural manifestations which fall short of the expected level for want of desired emotional competencies.

The paper not only stresses the need and importance of emotional education but also shows how it can be made feasible by incorporating it in the regular school curriculum. The theory and technique of Rational Emotive Therapy founded by Dr. Albert Ellis is by far most suitable for adoption to do justice to the emotional education desired in children. The method involves cultivation of rational, realistic and meaningful thinking among children in relation to the happenings around them, particularly the negative ones that tend to disturb individuals emotionally. To convince that regular systematic emotional education right from nursery school is feasible and effective is shown by describing what

is done at the Living School at New York for over fifteen years. Accepting that socio-cultural conditions in India are somewhat different from those in America, necessary modifications will have to be made in the content and mode of curriculum of emotional education to suit Indian conditions

## CHILD-CENTRED APPROACH AND EDUCATIONAL TELEVISION

Prof. C.H.K.Misra

The paper begins by briefly discussing the Child-Centred approach in terms of the definition, nature, scope and the history of its development. Some important milestones of its development, as a theoretical construct, includes Comenius, Rousseau, Pestalozzi and modern developmental Psychologists. The basic needs of the children, derived from the Child Study Movement, have also been outlined. The implications of such concepts for educational television programmes have been discussed. It has been emphasised that a constant interaction between knowledge experts and media experts would be needed for child-centred educational television.



## COMMUNITY-CENTRED TEACHER EDUCATION APPROACHES AND STRATEGIES

Prof.C.L.Anand

### Introduction

Teachers in India are assuming new roles for which the traditionally designed age-old teacher training programmes would not prepare them adequately for the job. As for instance, an expanded function of education in India when it is directly linked to national development requires a broadening and deepening of the teacher's own knowledge and understanding. It also requires that the teacher sees himself not as a prime source of knowledge but as an organiser of learning and teaching experiences. This calls for a change in the concept of teacher education, reorienting the teacher education curriculum both for enhancing the teacher's educability as well as his contribution to development. New teacher education, thus, will have to find an entirely different focal point in planning and implementing its programmes.

### Goal Orientation in Teacher Education

A major national objective before us is to gear our educational effort toward a speedy, socio-economic development.

Programmes of education and teacher education strategies have, therefore, to be oriented accordingly. Again, in view of the new additional leadership role of the teacher and teacher education institutions in promoting national development, suitably modified teacher education programmes would go a long way in reshaping the school programmes so as to relate them to immediate needs and aspirations of the people.

#### Approaches and Strategies

While there is a need to explore and try out alternative approaches in developing effective and relevant strategies in teacher education on institutional basis or national basis, it appears that a two-fold teacher education strategy may be both dynamic as well as realistic and feasible : one, developing the need-based teacher education programmes within the existing structures through the integration of theory and practice; and two, supplementing the content and practicum providing an understanding of the problems of and actual experiences from the community aimed at national transformation.

The rationale for developing programmes based on the approach suggested above is the unsuitability of the prevailing system of teacher training to cope with the new

national goals in respect of social and economic development and the realisation that it is possible to develop the 'two-fold strategy' (within the existing structures) directed towards fulfilling these goals in addition to the traditionally conceived goals of personal and professional development of prospective teachers.

The crucial issue is to work out modalities to reorganise programmes of teacher education institutions so as to make teacher education community-centred.

In addition to the analysis of the needs and strategy of linkage of education with community work it may be worthwhile that each institution of teacher education draws up a list of activities and programmes of pupil involvement in community life depending upon the possibilities.

### Designing Action Programmes

The two-fold strategy of developing effective teacher education is primarily concerned with suitably modifying the various aspects of the teacher education programmes within the existing structure and explicitly bringing in an additional component of integrating education with national development. These may include :

- (i) restructuring and modernizing professional theory courses so as to make them relevant to the needs of the new emerging Indian society ;

- (ii) integrating subject content and theory courses through pedagogic analyses of the subject-matter to be taught in schools ;
- (iii) introducing practicum through community-oriented work-experience and socially useful productive work related, as far as possible, to theory courses to obtain integration of theory and practice ;
- (iv) developing task-oriented and performance-based teacher education programmes by using modern technology ; and
- (v) plugging development-oriented content and organising community-centred activities in the teacher education institutions.

Creating necessary conditions for the implementation of innovations is an essential pre-requisite in effectively designing programme based on the proposed two-fold strategy in teacher education.



LEARNER-CENTRED APPROACH  
(An answer to reach education)

Shri C.M.Thukral

Learner-Centred Approach is a commitment to the development of the whole individual, his social, psychological and physical self as well as his intellect, which is also the goal of education.

To these ends, a number of services administered or supervised by the institution should be made available to the school students throughout the country. They include the process of selecting the most promising candidates for admission into schools, assessing their intellectual and personal characteristics, orienting them to school life, controlling their academic progress, providing adequate food and housing, maintaining discipline, attending to their physical and emotional problems, offering a profitable extra-curricular programme and providing financial aid.

Alarming wave of indiscipline / <sup>and</sup> lawlessness prevalent amongst the student community has focussed the attention to the need of building up closer contacts between the teaching world and the learner world and to re-establish the relationship which once existed between them. This is mainly achieved through guidance and counselling which may be called a modern version of ancient Indian system.

A very narrow view of the concept of Learner-Centred Approach is taken when some educationists put premium only on an interactive mode of teaching and discovery techniques of learning.

Learner-Centred Approach is a generic service of student personnel work having a wide range of activities and includes faculty advising, counselling in psychological clinics, mental hygiene and other specialised type of counselling. It is a body of techniques which helps young individuals to grow up normally through guided learning.

#### LCA AND PRIMARY SCHOOL EDUCATION

The purpose of primary school has been the development of skills in reading, language, and numbers. However, not only skills are needed but also that man must be able to live with himself and with other men. Knowing and accepting the rules of procedures of society, having realistic goals-harmonious with the social order-are as important as technical skills of numeracy, literacy and technicracy. In our industrializing urban society with its shifting structure, the school and particularly the primary school has to provide for these aspects of child development. The educational goals set for the primary school need to include 'self-realization' and 'effective human relations'.

The way in which the lives of children are managed during the process of learning affects not only their progress of mastering the tasks confronting them but also the concept they develop of themselves. Daily experiences affect aspirations and hopes, their sense of self-worth, their perception and relation with other children and adults. Not only their cognitive development is being shaped but their personal and social development as well. These elements are the concern of learner-centred approach, an organised plan for promoting optimal development of children. It implies specific objectives to be achieved in the area of mental health, personal adjustment, social relationships. The particular form and content of learner-centred approaches at the primary school level is nebulous and to be evolved. Two prime questions have to be answered, the first as to what the content of the approach should be, and the second as to what the relationship between guidance specialists and primary school teachers should be.

#### NATURE OF LCA AT SECONDARY SCHOOL LEVEL

On completion of the general education at lower secondary stage, there are three possible courses open to the students:

- (i) They can enter the working force
- (ii) They can take up vocational courses and
- (iii) They can take up higher level academic courses of study to prepare for entrance to the first degree classes in colleges or university.

The most important function of Learner-Centred Approaches at this stage is to help students make wise choices and help them in choosing their career. This being the adolescent stage students also need to be helped in the area of personal and social adjustment.

To achieve these objectives at this stage, the following three services encompass the child-centred approach. These are also needed for providing a basic minimum programme towards the end in view:

1. Individual Inventory Service
2. Information Service
3. Counselling Service

Basically, Learner-Centred Approaches are keyed to assist young people in the process of growing up and in the development of self-reliance and to learn through guided experiences.

To a bewildered young learner, leaving behind his home and arriving on a very new and different scene, the availability of such services and persons can indicate to him a real interest and concern for his welfare. Not only would many students be grateful but also the author's own experience in the field has shown that there is real psychological satisfaction that accrues to the faculty person so engaged in such an enterprise.

## CHILD-CENTRED EDUCATION - SOME PHILOSOPHICAL REFLECTIONS

Prof.C.Seshadri

The author draws a distinction between 'child-centred education' and 'child-centred approach' to education. It is the latter phrase which has been given in the National Policy on Education (NPE), 1986. Child-centred approach to education is much more rational and realistic claim and can be taken to mean ways and means, and methods which put the learner at the center and lead him to achieve the ends and goals of education as reflected in the curricular content and objectives. The paper identifies three general aspects related to the child-centred approach - the child as an individual, the child as a member of a social group and the child in the roles of a learner. The paper strikes a note of caution when it notes that child-centred approach does not mean organising education around the fleeting whims and fancies of children. The child-centred approach to learning involves a very careful, objective and scientific determination and understanding of child's needs and relating them to the learning processes. An important concept that is associated with the learner-centred approach is that of "learning to learn".

The paper enumerates the different aspects of their concept of "learning to learn". The justification for child-centred approach to education is partly logical and partly normative. It is logical in that education is a process of developing the all round personality of the child and being so it has to accord the prime place to the child, although this does not mean denial of the extrinsic ends of education. The normative justification is that we value the child and its rights as good over and above all the other paraphernalia of education.

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## GEARING OF EDUCATION FOR STRUCTURED AFFECTIVE DEVELOPMENT

Dr. (Mrs.) Daya Pant

This paper discusses the meaning of child centred education against the background of different philosophies on education and considers the progressivist view point that really coincides with the idea of child centred education. The paper especially focuses on the goals of education as outlined by the progressivists, especially John Dewey in the context of affective development of the individual. Importance of affective learning for the development of the individual is outlined. Affective learning remains neglected in our education process because of absence of explicit statement of objectives for affective growth of the individuals, and lack of support system that will provide motivation for affective learning. The process of affective development in terms of internalisation of values as proposed by Krathwohl (1964) is discussed briefly.

Having sketched the need for structuring of the experiences of the child in education, there are a few suggestions as to what changes could be brought about in the teachers and the curriculum that will help foster the affective growth of the pupils.

The paper discusses how the teachers could bring about development of their pupils in terms of self awareness, having positive self concept, trust in self and others, and making healthy adjustments to self and others. All this can be attained not by any special teaching process but by simply keeping in view the objectives of affective growth and reinforcing the affective learning verbally like cognitive learning.

Curriculum also needs to suit individual child's developmental needs and their unique aptitude. Also, provision be made in the curriculum for the inculcation of communication skills so that on growing up, when various roles require him to express himself he may not be caught lacking in such skills. Aesthetic sense and sensitivity to feelings also need to be developed.

Thus the paper is an attempt to put in proper perspective the affective growth of the pupils in the context of child centred education along with some suggestion for implementation.



## CHILD-CENTRED EDUCATION - OCCUPATIONAL INFORMATION NEEDS

Shri D.S.Rama

The paper highlights the importance of the human resource development. Relationship of manpower planning and the human resource development has been discussed in this paper.

It further gives information regarding the development of career literature by the Central Institute for Research & Training in Employment Service and other agencies in the country. The need to evolve some system to provide occupational Information as a part of the course at the school level has been emphasised.



## CONCEPT DEVELOPMENT, DIAGNOSTIC TESTING AND REMEDIAL TEACHING

Prof. E.G.Vedanayagam

The aim of education stresses the need to develop and improve the capacity and power of thinking. Thinking enables an individual to make adequate efforts to achieve desired goals. It is an accepted fact that concepts are the building blocks of thinking and they play an important role in the teaching-learning process.

Concept formation is a gradual process and concepts are formed by observing, ~~perceiving~~ the similarities and differences in innumerable examples and non-examples and finally reaching the ~~conclusion~~ that different items belong to the same category. The Conceptual and Development theory of Klausmeier (1976) emphasizes levels of concept development rather than stages of concept development as proposed by Piaget. Klausmeier's theory states that concept development and concept attainment indicates some of the factors and procedures that school teachers can utilise for the development of concepts.

At the elementary and middle school levels, teachers find pupils who are lacking in the basic skills for learning subjects such as languages, arithmetic, reading, etc. The

pupils' poor academic performance may indicate their inability to use the fundamental tools in their school work. Many of these pupils need special diagnosis of their problems and the relevant remedial help. The diagnosis may indicate some of the following:

- (1) For a particular stage in the school, the concepts formed are either inadequate or misunderstood.
- (2) The basic manipulative skills of arithmetic (Addition, Subtraction, Multiplication and Division) have not been mastered. An understanding of these skills and being thorough in them leads to successful working out of problems.
- (3) The pupil is not able to comprehend what is being read, mere vocalising of words does not help in understanding what is being read.
- (4) Rote memory results due to concepts being not familiar, passages read not understood and basic skills being inadequate. Diagnosis of rote memory is however difficult in the children in the beginning classes as their remembering ability is fairly high at this stage.

On the basis of the diagnosis, remedial teaching should be adopted to overcome the particular defects or faults identified. It is not only remedying of defects but rather

reteaching those basic skills that were either badly taught or never taught at all.

Special emphasis has been laid in the paper about remedial teaching of reading, realising its importance in being the basic tool employed to comprehend the material inprint. Further, while meaningful response is the very heart of the reading process, it should also embrace "all types of thinking, evaluating, judging, reasoning and problem solving". The different steps to be followed in the remedial reading programme have also been presented.

Starting with concept formation, the paper progresses to indicate the need to form and attain proper concepts and how lack of this domain would affect cognitive development. How an individual's educational handicaps can be diagnosed through proper diagnostic tests and improved through remedial teaching are the points further elaborated in the paper.

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ROLE OF A CAREERS TEACHER IN MAKING SCHOOLING CHILD-CENTRED - AN EMPIRICAL STUDY

Ms.Gunamrit Kaur

Child-centred education is characterized by its emphasis on the all round development of the child, and school is the major institution set up by the society for the individual's development. However, the school teacher is able to cater mainly to the cognitive aspects. Guidance services, which are an integral part of the educational process, have been introduced in schools to foster the various aspects of the individual's development. Since there is a dearth of professionally trained guidance personnel, in-service training is provided to trained secondary school teachers to carry out the basic guidance services.

The Department of Educational Psychology, Counselling and Guidance of the NCERT had conducted three training courses for Careers teachers during 1985, 1986 and 1987. 110 school teachers from all over the country had been trained as careers teachers. A study was taken up by the DEPC&G, NCERT as a follow up of the training provided to the school teachers to ascertain the extent to which the trained teachers were able to carry out guidance services





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in their respective schools, the success they were able to achieve and the problems they faced.

Specially designed questionnaires were mailed to all the teachers who had attended the careers teachers training course and their responses were analyzed.

Findings of the study reveal that 93.3% of the respondents had initiated some guidance related activities which included:

- a) Orientation
- b) Information
- c) Counselling-vocational
- d) Pupil inventory and
- e) Follow up services,

All these activities focus on the different aspects of the development of the personality of the child, thus promoting child centred education.

Respondents also perceived an encouraging attitude of principals, fellow colleagues and students towards guidance related activities.

The responses also indicated that efforts have to be made to provide reasonably adequate facilities for carrying out the guidance services satisfactorily.

## CHILD-CENTRED CURRICULUM A STRATEGY

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Dr.H.S.Singha

The child-centred and activity-based process of learning as proposed by the National Policy on Education, 1986 is aimed at making education joyful, innovative and satisfying. It shifts the focus from the teacher to the student with the following salient features: (i) Child is the agent in his own learning (ii) Children learn best when they are active (iii) The medium of learning is the activities undertaken by the child (iv) Not knowledge or information, but self-realization is the goal of education and (v) Child-centred approach is expected to be more psychological than logical.

One inevitable corollary of this concept of child-centrism is that there is an inherent opposition between the new approach and the traditional curriculum or between the child and the subject matter. If child is to be brought to the centre stage and if opposition between the child and the curriculum is to be reduced we shall have to have a fresh look at the way we design our curricula, especially at the primary stage. Various aspects of this "perestroika" in curriculum planning will be:

1. Flexibility - which will allow for the interest and curiosity of children, minimize the notion of compartmentalized subject matter and allow the teacher to adopt a consultative, guiding and stimulating role.
2. Integration - is another requirement of the new approach. There should be provision for vertical, horizontal and developmental integration.
3. Psychologization - indicates that psychological organisation should get preference over logical organisation so that focus shifts to learning in place of teaching.
4. Environment-based - is a requirement for the curriculum to make environment as its richest resource. It will also ensure relevance of curriculum.
5. Activity-based - which is almost a cardinal principle of child-centrism and counteracts the passivity and sterility of learning.
6. Individualization - which is essentially a strategy of teaching methodology, but the curriculum will have to cater to it by providing variety in activities and experiences.

## CHILD-CENTRED EDUCATION: SOME PERSPECTIVES

Prof. Iqbal Narain and  
Dr. Arun P. Bali

One of the problems with the knowledge-centred paradigm was its unidimensional conceptualisation of development, namely, cognitive. Cognitive development is stressed often at the expense of other dimensions of growth. Another problem of this conceptualisation is abstracting the child from his or her environment and treating him or her in isolation. The need is for a multi-dimensional conceptualisation of child development for dealing with the child within his or her immediate socio-cultural environment and for considering the baselines of performance. The second paradigm which is called the child-centred or learner-centred education represents the practice of building education round the need and interests of the child-himself or her-self, based on a study of his natural development. Proponents of this paradigm view the traditional content-oriented curricula as narrow, boring and irrelevant and believe that the immediate concerns expressed by the child are central to successful learning and provide a valid basis for curriculum. Advocates of child-centred education also view the school as needing to attend to all aspects of the individual - physical, emotional, social mental. They wish to produce an independent, creative,

directed learner, and find the organisation of instruction around the interests of students compatible with these goals (Saylor and Alexander, 1974). Proponents of the child-centred or learner-centred education paradigm have typically argued that the school should be fitted to the needs of the child, and not the child to the school.

These different kinds of learning vary in their depth and complexity in the time, effort and maturity required to attain them; in their degree of generality, specificity and transferability to new situations; in their inherent value and durability. Yet all of them, if relevant to the circumstances, can enhance human capabilities and the behaviour of both individuals and communities.

The progress or life-long learning for the child will require an intelligent, devoted and sustained effort by many people and organisations over a long period. The efforts should be directed towards building a comprehensive and coherent learning system that will provide the learners with convenient educational options relevant to their evolving needs and interests. Such a learning system must provide individuals with a flexible and manifold learning options. Such an endeavour will call for an admixture of formal as well as non-formal systems of education.

## GROWING UP WITH BOOKS

Dr. Ira Saxena

The charm of a story grows upon the child as the child grows up with it. The process is as old as literature itself. A good literature programme encourages the development of knowledge, establishes skills in literary analysis, fosters reading skills, enriches information about subjects and stimulates creative activities.

At any stage of development the stories of childrens' interest depict problems existing in the child's mind, or conflicts they are likely to encounter during the growth process. At a very early stage the child wants rhymes and tales to be repeated. Repetition serves the purpose of strengthening the child's functions for adaptation. Adventure, mysteries, tales of bravery and courage become favourite as he grows. Through books, children familiarize themselves with situations they are likely to face and learn their resolutions.

Fantasy plays an important role to acclimatize the child to face the harsh realities. At the same time it peps up the child's imagination. The modern fantasies, science-fiction opens a world of imagination on one hand, and, on the other help to develop rational thinking.

Reading accelerates language development as the subject-matter transmits concepts and values cherished by humanity at large. In short, it is an effective and a silent educative process that accompanies enjoyment and a sense of wonder.





DEVELOPMENT OF AUDIO-VISUAL (TAPE SLIDE) MATERIALS FOR  
EDUCATION AT THE ELEMENTARY STAGE IN THE AREA OF HEALTH,  
HYGIENE AND CHILD CARE

Dr(Mrs) Kamla Bhutani

The child-centred approach to education emphasizes all round development of the child. It envisages to build all education activities around the child, catering to his needs and motivating him to learn the relevant skills. Learning and physical fitness go hand in hand. If a child is sick, he spends most of his time in hospital and thus lags behind other children in every field.

Early Childhood Care and Education (ECCE) has received high priority in the educational programmes since Independence. Education Commission in 1964 has highlighted the need for proper physical development as well as mental growth of young children. Government of India formulated a National Policy for children in 1974 and started many programmes for integrated development of children.

National Policy on Education in 1986 has strengthened the commitment of the government for holistic development of the child. The ECCE has under its consideration the age span from conception to about six years. The ambitious programme of ECCE includes care of mother during lactation,

correct infancy feeding practices, immunization of infants from communicable diseases, mother's education in child care, early childhood stimulation and health and nutritional support throughout. The Programme of Action for National Policy on Education 1986 has emphasized the need for development of useful instructional materials through the use of Educational Technology in the area of health education.

A research-cum-development project was undertaken by the Department of Educational Psychology, Counselling and Guidance, NCERT to prepare Tape Slide materials in the area of health, hygiene and child care for girls in rural areas. Health education is important for every child. Tape Slide materials are very useful for teaching illiterate or semi-literate children. They can form an important teaching aid in schools also. In these materials the information is presented through two channels, the audio and the visual. The child looks at the visual stimuli on the screen and listens to the verbal explanations through the auditory inputs. Tape Slide materials were prepared on menace of flies, safe water, dental care, cleanliness of the child, Breast feeding, top feeding and solid foods for baby.

In preparing tape slide materials, the following principles of developing self-learning materials were utilised:

- (a) to formulate educational aims in Health, Hygiene and Childcare.
- (b) to specify the aims in terms of learners' behaviour.
- (c) to develop criterion test items
- (d) to develop pedagogically sound tape scripts
- (e) to develop cohesive tape slide programmes

The educational aim of preparing tape slide materials on 'Menace of flies' is to make the learners understand the importance of clean surroundings. The children should also learn to keep their eatables free from flies. Twenty three criterion test items were developed to test knowledge of students about their surroundings and cleanliness of eatables etc.,

Scripts were developed by project team members with the help of experts in health education. The services of professionals were utilised for outdoor shooting and commentary recorded in the tapes. The programme consists of fifteen multicoloured shots. The format is of story type. The running time of the presentation is eleven minutes. The learning outcomes are measured with the help of 23 short answer type questions which were administered individually to 41 girls of 11-14 years belonging to Photokurd Village of Alipore Block, Delhi. The 'learner engaged time' for the tape slide presentation is forty

minutes which includes time for pretesting and post testing. Through this presentation, 68% of the learners were able to obtain 64% scores and above. The difference between the mean scores on pretest and post test was highly significant. It was concluded that the presentation has been successful in communicating ideas in health education. After the effectiveness of this programme was established, other scripts were prepared. These tape slide materials could be very useful for children at elementary stage in selected areas of Health, Hygiene and Child Care.

TOWARDS TEACHER PREPARATION FOR CHILD-CENTRED EDUCATION:  
THOUGHTS AND STRATEGIES

Prof.K.C.Panda

Child-centred education has a sound basis rooted in principles of education, child developmental research and sociology. The thinking has become more prominent after 1960s although it was floated in the educational scene since Froebelian ideology in Germany during the 19th Century in the form of individuality, freedom, child interest, need, play activity, creativity, child-centred programme and growth.

The child-centred and activity based process of learning adopted by the MPE, 1986 recognised the centrality of learner in the educative process, thereby trying to reduce the role of teachers into facilitators and managers of learning experiences from solo performers in the classroom stage. The major thrust in the child-centred education is on the process of learning and learning to learn for all-round development of children.

In order to implement this thinking teacher preparation is necessary precondition besides curriculum renewal. In this paper certain teacher competencies have been identified in addition to those already included in the NCT, 1978 framework for various levels of teacher preparation. These include: an

understanding of basic need structure of children, their attitudes, aptitudes, interests, personality make-up, self-learning abilities alongwith the various ways the teachers can structure experiences of children leading to development of individuality and self-learning rather than learning by direction the dead and dried facts accumulated over centuries. The role of teachers have been defined in more specific terms based on a developmental orientation, intervention strategies, and mediated learning experiences.

Professional teacher preparation has been conceived as is conventionally prevalent in terms of: (a) preservice and inservice programmes and (b) levels of teacher education.

It is pleaded that child-centred approaches to learning are more necessary at the preschool, primary, upper primary levels although its importance at the secondary stage can not be denied. It is with this background certain objectives and competencies that the preschool teachers should possess have been suggested in operational terms. After analysing the relevance of these ideas, it is suggested that the NCTE framework concerning preschool teacher preparation need change. The core programme under Pedagogical Theory should include courses on: (a) Principles and practices in child-centred education, (b) Evaluation in preschool and under methodology and practice teaching, (c) Play activities in children with

10 percent weightage. Instead of just suggesting a framework, it is further suggested that the details of course outline be developed by a specialist group so that the curriculum becomes relevant and uniform for teacher training institutions.

In the similar way teacher training curriculum at the primary and upper primary level needs transformation to incorporate the process of teaching as nurturance, self-learning, relating to activities, decision making, and analysing behaviour in a clinical setting. The other components of teacher competence have also been spelled out without repeating what was already there in NCTE framework. It is suggested that the structure of primary teacher education curriculum should include a core paper on: (a) principles and practices of child-centred education and (b) evaluation in primary/upper primary school, with revision of course content in the existing curriculum. In the methodology section, activity method may be highlighted with a weightage of 10 percent.

The secondary teacher education programme is suggested to include a course on : (a) adolescent development, (b) teaching-learning process in relation to learner centred approaches and (c) evaluation in secondary schools, so that the teacher according to new thinking would be able

to look at teaching from behaviour analysis, social interaction, information processing diagnostic and prognostic points of view in order to bring an alround development in pupils - as envisaged in the NPE document. Traditional approach to teaching of pedagogical theories based on philosophy, sociology and psychology need replacement and reformulation.

Inservice teacher education programmes have been suggested in the form of one week course, school-based inservice programmes, printed matters, mass-media, seminars, extension programmes and multimedia approaches in different institutional settings.

The paper concludes with a note that professional teacher preparation is a crucial input in order to inculcate in the minds of teachers the child-centred approaches and their new roles in the changed context by restructuring the pre-service and inservice training courses of professional teacher preparation at different levels.



## STATUS OF CHILD IN LAW AND ITS RELEVANCE TO CHILD EDUCATION

Prof.K.D.Gangrade

The need for the awareness of status and legal position of children has been emphasised for the development of realistic policies, programmes and legislatures pertaining to the education of children.

An attempt has been made to discuss the problem in detail under the major heads; namely 'Acceptance of Child in Indian Society', 'Assessment of Policies and Programme' and 'Accountability and Responsibility of the Society'.

The thrust of the paper is that the sound growth and development of child depends on an integrated approach in which all three - family, school and political will are involved in the best interests of the child. The need for a comprehensive Children Act for the protection and care of the child has been emphasised.



## REMEDIAL MEASURE FOR CORRECTING BEHAVIOUR PROBLEMS IN CHILD-CENTRED EDUCATION

Professor K.G.Desai

Behaviour disorders of different pupils differ in their genesis although they may be of the same type. Each individual is unique and so the teacher cannot have the same remedies for the same type of disorder. Adolescent behaviour is very strange and however experienced a teacher may be he has to deal with each case as unique one.

The attitude of teachers towards the behaviour problems of pupils is very different from that of psychologists. Wickman had demonstrated this as early as during the early twenties. He showed that the classroom teachers and mental hygienists hold entirely different views about the seriousness of the problems of children. The teacher looks at them from the order of his class, and any behaviour that disturbs it is considered serious, but the mental hygienist considers that behaviour serious which is harmful to the pupil's personality in the long run. Parents also believe much like the teachers.

Strouffer investigated into the opinions of teachers, parents and psychologists during fifties regarding the seriousness of behaviour problems of children and his results

were a little better than Wickman's, because perhaps teachers and parents were influenced by the teaching of the psychologists by that time and had changed their views to some extent. Still the teacher's and parents' views were dominated by the challenge to their authority rather than by the harm to the personality of the child in the longer run.

For the correction of the problem behaviour of school pupils, no set rules can be prescribed. The effectiveness of the measures depends on <sup>how</sup> far they are relevant and how far they tend to contribute positively to the development of the child. No physical punishment can achieve this goal. Censuring and ridiculing the pupils in the presence of their classmates is still worse. The remedial work should be corrective and not punitive. A few suggestions are given below although each case should be considered unique and should be dealt with accordingly :

1. The teacher or parent should first search himself as to how far he is responsible for the problem.
2. Preventive measures are far better than the remedial ones.
3. Involve the child in learning through the project method or the like.
4. Praise, social approval and reward by way of some privileges serve as best incentives for good behaviour.

5. Nervous and sensitive children should be given special attention.
  6. Avoid nagging. Adopt corrective measures and then drop the matter.
  7. Do not frown in the classroom. A stern face showing 'this far and no further' will achieve the desired behaviour from the pupils.
  8. Never continue a grudge against any child.
  9. Exploit all opportunities of mixing with the pupils.
  10. Group should not be punished for the fault of some individual.
  11. Behave like 'mother' rather than 'father' in dealing with the problems of children.
  12. Do not do anything to antagonize the whole student-world against you.
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PSYCHOLOGICAL BASES OF LEARNER CENTRED EDUCATION-  
IMPLICATIONS FOR TEACHERS

Prof. Kuldip Kumar

The paper highlights contributions of investigators including Dewey, Skinner, Piaget, Erikson, Rogers, Maslow and the like, in the emergence of three streams of interaction between psychology and education over the years - behavioural, progressive and environmental - suggesting a set of principles that form the basis of what the National Policy on Education 1986 has termed as Learner-Centred approach to education.

An attempt has also been made to operationalise the role of a classroom teacher, especially at the elementary school stage, as an integrator of theory, research and practice as reflected in 'environmental design', 'progressive education' and 'open education'.

A teacher has been perceived as (i) a planner, organiser and administrator of learning resources to enable each learner to learn to his/her optimal level (ii) as source of value and model of a socially responsible individual (iii) as a continual self-trainer (iv) as a participant observer in the learning process, (v) as a resource person in the training of students in techniques of observation and self-observation, (vi) as a skilled behaviour-modifier, and (vii) as a resource administrator.





## PERFORMANCE APPRAISAL SYSTEM: SCHOOL TEACHERS

Prof.K.M.Bahauddin

The performance of a teacher depends not only upon his competence and willingness to do the work but also upon the facilities available and the climate of work in the institution. The schools in our country are at various stages of development and have different work ethos. Therefore, evaluating teachers on a common format may not be a correct approach to teacher evaluation. A better method is to evaluate the teacher on the basis of the effort he has put in for improving the conditions of his institution.

The work plan of the teacher for the year and how he has implemented his own work plan can be the basis of the assessment. The work plan of the teacher emerges from the institutional goals. The work of the teacher is classified under six major heads and weightage can be given to each major head. The data about the implementation can be collected from the teacher, from the student and by the superiors. The assessment can be done by the teacher himself first and then by the superior or by the peers on the basis of the data.

The performance of appraisal should aim at helping the teacher to grow academically and professionally and should not be designed as a punitive instrument. Performance Appraisal System can be effective only when the teachers consider it for their development. It should become an instrument for the development of the institution and improvement of the educational system. The work climate in the institution in which not only the teacher but every other category in the hierarchy is motivated to work conscientiously and evaluated is a necessity. The Performance Appraisal System should be implementable, simple to operate, open, data based and participative.

## IDENTIFICATION AND NURTURING OF TALENT IN INDIA-- THE NCERT WAY

Professor K.N.Saxena

Many experts all over the world are almost unanimous that talented and gifted children have clearly marked high intellectual abilities characterised with academic excellence and high manipulative tendencies. Very often people confuse the concept of talent and giftedness with possession of high IQ alone but this concept has been found to be very narrow and traditional one. Although there is no unanimity in defining the word talent but the definition given by U.S.Office of Education (1972) seems to be fairly comprehensive and meaningful. It is an admitted fact that gifted and talented children are those who are identified by professionally qualified persons and, who by virtue of outstanding abilities, are capable of high performance.

There is a notion accepted by the experts all over the world that talent or giftedness is often characterised with high intellectual ability, creative and divergent thinking, scientific ability, social leadership, mechanical skills and talent and fine arts. The abilities are essentially constructive and complex in nature and help an individual to make an illustrious and laudable landmark in his span of life.

Kirk (1970) has clearly defined the talented or gifted children and he has demonstrated that these are those children who show consistently remarkable performance in any worthwhile line of endeavour. Joe Khatena has categorially stated that overwhelming advances in so many significant facets in our lives in the 20th century, specially over the past 50 years, has brought into sharp focus the recognition that these outcomes were made possible by people who were exceptionally gifted and talented people who comprise our richest natural resource.

C.L.Mayer (1982) found that gifted and talented children come from a better than average socio-economic background. The parents of the children are educated and have high level of aspiration and the family, as a whole, are happy and well-equipped. Such children are tall and strong, they have IQ between 115 and 180. They have command over language. They are emotionally mature and integrated. They perpetuate sound mental health and enjoy a smooth adjustment in life. Talented and gifted children are self-composed, self-confident and self-directed individuals. They are friendly by living an individually satisfying and socially useful life. Such children are always keen to serve society. They are decent in behaviour. They accept the challenges without any hesitation.

The identification of talented and gifted children is a very demanding and difficult proposition. Some children virtually identify themselves, on the other hand, some children defy well guided and adequately planned identification processes and procedures. The various methods and techniques for the identification of talented, therefore, should be as broad-based and exhaustive as possible. The Psychograph of the identified talent must indicate clearly not only the various general mental abilities, personality traits, scholastic aptitude but in addition to this it must indicate the behavioural transactional aspects of such children in structured and un-structured environmental and social complex situations.

The National Council of Educational Research and Training (NCERT) has been able to figure out a fairly dependable process for the identification of talented children at the end of class X and this process consists of a general mental ability test, a detailed and comprehensive scholastic aptitude test, and a structured typed of interview. Although it will be very difficult to comment on the validity of these tests in a pure statistical way yet from whatever data is available with the National Talent Search Unit, it can be concluded that the selection procedure is fairly stable and predictive in nature.

Regarding the nurturing facilities for the identified talent it can be safely stated that this is one of the most neglected area in all the Talent Search Schemes which are at present in vogue in the country including the National Talent Search Scheme. In fact, this is the area where a lot of immediate focus and attention is needed in order to make the National and State level Talent Search Programmes a real success.

Similarly, research in this domain in the country is seriously lacking with the result that programmes for future improvement are unnecessarily delayed, specially at the lower levels of school education. It is extremely necessary that well designed research should be conducted in this area so that the existing Talent Search Schemes could be improved and new schemes may be designed with scientific authenticity. This research is all the more necessary with the opening of Navodaya Vidyalayas where remarkable work is being done for the identification and nurturing of the brighter group of children specially drawn from rural areas and from socially deprived groups.

## THE CHILD CENTRED EDUCATION: THE TAKE OFF STAGE

Shri K.N.Sud

The learning process appears to be the turning into a race without a finishing line. 'Work, work, work.....'. says everyone to the school going children. This exhortation does not seem to stop or **even slow down**. No one wants him to take a respite or regain his breath. At school the teacher frowns and at home the mother and the father are only concerned with academic laurels.

Admission in a handful of prestigious institutions are like nightmare both for the parents as well as for the children. The more prestigious the school the more elaborate the screening test. The child, the mother and the father are subjected to unending humiliation very often during the course of admission in such so called prestigious schools. Children are often subjected to lot of stress in our schools and they develop unforeseen and unpredictable psycho-somatic diseases. We should learn from the experience of Japan where excessive emphasis is laid on achieving excellence of performance on too early an age which is the main cause of high incidence of suicide there among children who fail to come up to expectations.

It is a myth that a child who shows early promise or displays sharp reflexes while in later life turns out to be a genius. A study sponsored by the Inner London Education Authority showed that a difficult social background does not, in itself, preclude academic success. The quality of teaching, curriculum planning, classroom environment and wise utilisation of school funds are, among others, the factors that influence achievement of educational goals. These could virtually eliminate the effects of class.

The National Policy of Education, 1986, lays considerable emphasis on a child-centred approach in the matter of elementary education. A humane and child-centred approach should envisage easy entry into school, office, parents' choice, loving care and affection by all concerned, less burden of books and subjects taught, total elimination of home work and lots of opportunities for play and interaction with other children.

Another problem that is plaguing the educational system these days is the high cost of learning at the elementary school stage in a reasonably good school. The school bag has been growing fatter and heavier over the years, what with text books, workbooks, exercise books, maps and charts and project articles, tiffin box, water bottle et al. The only thing remaining to be added is perhaps the last straw on the camel's back.



The school syllabus today is crammed with all possible subjects, relevant as well as irrelevant to the children's education requirement.

Most of these features applied to urban **scenario** and is largely related to the upper and middle class. At the other end of the economic and social divide are children of the rural poor and urban lower classes - the slum and jhuggi jhopri dwellers. They have to remain content with attending fund-starved schools run by village panchayats, district boards, civic bodies and private charities. By and large these schools are ill-equipped, under-staffed and over-crowded. The chaupals and panchayat ghars are often used as classrooms.

It is not unusual to come across a single teacher school in the countryside. His only teaching aid is a blackboard and chalk.

We, as a devoted Indian, need the determined will to implement the decisions arrived at in the National Policy of Education, 1986.



## EDUCATION AND INTEGRATED GROWTH

Dr. Karan Singh

This paper outlines a general approach which would guide us as we restructure our educational system. There is need to ensure a coordinated, balanced and integrated development and growth. Integration, has to be both vertical—that is within the individual human being within the various levels of the individual and horizontal—that is between the individual and the various social, national and global structures with which he interacts.

The integrated Child Development Scheme (ICDS) has got to be integrated with the primary education system so that when we universalize primary education, we also universalize the essential nutritional and child care inputs. And in this task it is not only the Government of India and the state governments that have to cooperate but private bodies, voluntary agencies, non official organisations and local bodies all have to contribute towards the integrated growth of the child and his developmental and educational needs. Yoga should be introduced at all levels in the school system to ensure integrated development of body, mind and spirit of the child. Yogna Karmasu Kausalam - Yoga is skill in work, says the Bhagwad Gita. We have to revive this philosophy in letter and spirit. We have to inculcate in our children a quest for excellence and an awareness of the dignity of labour.

Apart from laying stress on the physical, the mental, the aesthetic and the social components of integrated growth and development, the paper lays stress on the spiritual element which constitutes the deepest recesses of the human personality and consciousness. The paper ends on a note of optimism regarding India's vital role if mankind is to survive in the nuclear age.

will be towards commercialisation rather than professionalism. It is very much desired that teachers' training programmes are of a longer duration, where these ethical values and attitudes can be developed on a much sounder footing.



CONCEPT DEVELOPMENT DIAGNOSTIC TESTING AND REMEDIAL  
TEACHING FOR CHILD CENTRED EDUCATION

Dr.K.Venkatas.bramania

"It is the Child for whom all theories strive  
to forge patterns of learning". Jean Piaget

Education plays a significant role in National Development. The New Policy on Education which contains all these vital aspects, has clearly spelt-out the Action Programmes. One of the major recommendations is that education should be child-centred.

Several New Theories have been evolved on "Nature of the Child" and the need for child-centred education. The emphasis has now been shifted from teaching to learning.

Concept development is the atom on which the entire education structure is built up. If clear concepts are not developed there will be confusion and chaos. Sensation, perception, concept formation are vitally linked. In order to provide vivid sensations, modern media should be fully utilised.

No child is created as backward by the Creator. But there are innumerable factors which cause backwardness among

children, despite our efforts to give them the best educational environment. The techniques of Minimum Learning continuum and Mastery Learning should be adopted at all stages.

Intensive Research should be taken up in applying diagnostic testing in Schools so that the backwardness could be identified at early stage. The required materials and tools should be designed and tested for constant use in the School. The teachers should be trained in effectively applying these techniques and in taking up Remedial Teaching. The Teachers' Centres and Associations can also be involved in such Action Research Programmes.

Backwardness in respect of factors which could be controlled by teachers should be prevented as far as possible. Continuous formative evaluation could be useful in this direction. Teachers' cooperation is essential in attaining the goals of child-centred education, diagnostic testing and Remedial teaching. NCERT can play a significant role at all stages of the Child-centred education, especially in preparation of materials and training of teachers.

The national symposium will usher in a new era in bringing the latent talents of children to the fore.



## CHILD CENTRED EDUCATION : ITS IMPLICATIONS FOR THE FUTURE

Dr. Malcolm S. Adi seshiah

All the education is child-centred or it is not education. However, one of the major dilemmas of such child-centred education is that the child is being taught by a teacher who has learnt his skills two, three, four or five decades ago in a society atleast half a century into the past, while he has to prepare the child to live half a century hence. And, so -- the call of the New Education Policy to develop 'a child-centred and activity-based process of learning' requires as a prior condition and obligation some visualisation of the future society for which the child is being prepared, and for which the child's entry into the twenty first century can be a convenient peg on which the child-centred education can be hung. The broad dimensions of this preferred future society has been outlined in this paper under five broad heads; (1) A learned society (2) A learning society (3) A working society (4) A scientific society and (5) A moral society.

In the context of all these broad dimensions, the author has tried to visualise the functions of education for the needs of tomorrow. First, the problem of mass illiteracy of over 300 million adults will have to be tackled. Second, we will have to bring to school the 20 per cent of students of primary school age who are not in school and third, we will have to



THE PROCESS OF DEVELOPING HEALTHY COGNITIVE STRUCTURES  
FOR SOCIAL COHESION AND NATIONAL INTEGRATION AS AN INTEGRAL  
PART OF CHILD-CENTRED EDUCATION.

Prof. M.A. Beg

OUR CHILD-CENTRED APPROACH TO EDUCATION must be geared to attaining the goal of National Integration and for building up a sober, dignified and mature nation. The most pernicious and menacing evils -- communal hatred, violence, destructiveness and aggression must be eradicated through cultivating the minds of children which implies building of healthy cognitive structures and their motivational substratums carrying sentiments of love, regard and respect for others, and mutual acceptance. Children must be handled at home and in schools in a manner that they learn to respect different religions spontaneously. Cognitive structures operate as value-attitude-meaning systems that effectively determine conduct in interpersonal relations through operating at the very core of basic personality. Love and hate are dynamisms having the aforesaid psychological structure and both can be inducted in the mind of a child as regards his fellow beings by creating pictures that might be good or bad. A child is not born with hatred in his heart; hatred develops through the process of induction.

A PROGRAMME of child-centered education geared to bring up a healthy nation must be based on a philosophy, and our worthy tradition such as the Sufi and Bhakti have proved their merits in making national integration a social and cultural process.

We can take our guidelines from these traditions and imbibe their spirit in our programme through arriving at national consensus. Through such consensus we hope to implement the same and deploy the most useful techniques for building up healthy cognitive structures in the minds of our children with frequent feedbacks. Our children would then be able to perceive members of their sister communities as good, nice, loveable, unharmed, worthy, to-be-respected, and so on. We can also deploy the technique of behaviour modification under a new idea that Vedantic concepts are wonderfully impregnated with a kind of operative force and heuristic power to yield a very effective and more meaningful programme of behaviour modification. Now we are under a state of grave national urgency to attend to these aspect on a priority basis.

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## CHILD CENTRED EDUCATION-

### ROLE OF PARENTS', TEACHERS' ATTITUDE & HOME AND SCHOOL ENVIRONMENTS

Professor M.C. Joshi

Starting with the preparation for school-readiness in terms of age, psychological, physical and social adequacy, the effects of various degree of readiness are brought out for education and personality development of the children. Effects of early school environment, conditions affecting it, viz., type of disciplining, degree of competitiveness, their influence on education and personality are analysed. Then the effects of emotional climate of home, teachers' attitudes and behaviour, personality predisposition in the perception of "teacher", "taught", and "teaching" in a cross-sectional developmental perspective have been presented in this paper. It is followed by an analysis of factors that influence teacher-student relationship - cultural stereotyping; complaints about favouritism, teacher's attitude and interests, teaching techniques, teacher's personal adjustment and teaching efficiency, students' attitude towards school, attitudes of senior students and cause of deterioration of favourable attitudes with increasing schooling have been analysed.

The crucial role of parents and home environment in adopting proper socializing or child-rearing practices and its direct effects in forming child's attitude towards school, education authority and peers has been brought out. Differences in socio-economic levels are also found to affect the development of required and desirable attitudes for education.

Thus the non-teaching, but concomitant factors in the process of educating children have been highlighted.

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## PROBLEMS OF SCHOOL DROP-OUTS : REASONS THERE OF

Dr. M.C. Jain

India is facing a lot of crises: political crisis, economic crisis, social crisis etc. etc. It is common experience that inspite of the best efforts of the Govt. of India, it has not been possible to bring to school every child of the prescribed age. All children who are admitted to class I are not able to complete the primary school stage within five years, i.e. the minimum prescribed period. Some of them drop-out at one stage or the other and some fail in one class or the other. This is due to various reasons which are directly responsible for this vexing problem.

For the education of a child there is some investment of money. Money has to be spent on the school building, furniture and equipment, salary of teachers and supervisory staff. If a child leaves the school without completing primary education or if he fails in a class, then the investment does not yield the desired results. In that case, the money and the human efforts go waste. In fact, educational wastage is the direct result of failure or grade repetition and dropouts. Dropout means pre-mature withdrawal from school. In India the problem of educational wastage first came to the fore with the Hartog Committee's Report in 1928. The first ever systematic study in this domain seems to have been made in the beginning of

1940s when a report on stagnation and wastage in primary schools was brought out by the Bombay Provincial Board of Primary Education.

Our Constitution, according to Article 45, confers to provide free and compulsory education to all children till they attain the age of 14 years so as to secure a better redistribution of knowledge. But it has been observed that our continued failures are glaring. The greatest weakness of the system is that out of every 100 children enrolled in schools, only 50 reach class V and only 25 reach class VIII. In other words, our education is somewhat effective only for half of the initial entrants and fully effective only for one fourth. This huge wastage makes our educational system most inefficient and unproductive.

In fact the problem of school dropouts in our educational system has received much attention during the last forty years. This is indeed, a great challenge to all the devoted bands of workers in the field of education. It has been discussed thoroughly time and again at the National level but there have not been any serious action programmes for meeting the shortfalls in the system of education. We have to meet this challenge effectively by launching well planned action programmes and projects to eliminate the evils of educational wastage and school dropouts.



## ROLE OF A TEACHER IN CHILD-CENTRED EDUCATION

Prof.M.D.Bengalee

The education today has become a great challenge to both students and teachers. The entire concept has gone through revolutionary change. It is no more a class-room interaction between the teacher and the taught. It has much wider connotation: of help to an individual to be a perpetual learner, productive, sensitive, fully functioning and both mentally and physically healthy. The role of a teacher has become professional and highly intricate, **rapidly** changing with the demands of the challenging society. Though teaching has become a profession it has diluted considerably from being a vocation. Unless the missionary and visionary zeal are brought back in the profession of a teacher, it may not help the true development in any one who wants realisation of child-centred education. The professional ethics need to be therefore, emphasised today in this vicious circle, where the child is surrounded by selfish motives and competitive exercises which make him fumble and fall.

A lot has been said about the ethical values of the profession and unless such values are developed, the trend

will be towards commercialisation rather than professionalism.  
It is very much desired that teachers' training programmes  
are of a longer duration, where these ethical values and  
attitudes can be developed on a much sounder footing.

## EDUCATION - AN ACTIVITY

Sri M.N. Kapur

The paper is based on the wide empirical experiences of the author as an educationist and an educational administrator of international reputation.

In view of this, the paper will be of practical nature, in simple words, and not an intellectual or scholastic one, expressed in highly academic language.

### Basic Education:

The author went through a full course of "Basic Education" at Wardha to understand its concept and working.

It was not without reason that Gandhiji, made "CRAFT" of the area, the base of education and SOCIAL and PHYSICAL ENVIRONMENTS as very important 'inputs' of the scheme. As students of Basic Education course, the students learnt through many "Crafts", Spinning, Cardboard work, Agriculture, Leather work etc. It can be visually represented by a triangle with CRAFT of the area as its important BASE and "Physical" and "Social" Environments forming the other two sides of the triangle. As a matter of fact one cannot teach anything to a child without touching one of the three.. Expressed in an academic language it would mean going from the "concrete to the abstract".

Gandhiji's genius:

Gandhiji insisted that the object produced as a result of the craft practiced should be such as could be sold in the open market. When this angle is kept in view, many great things will happen automatically.

1) It will give immense satisfaction to the student.

2) He will try and improve upon it.

3) In this process, the child would automatically, even unconsciously, learn a useful vocation of the area. This will tempt him to stay in the area and earn his livelihood. This will even unconsciously stop him from running to the town or a nearby city and swell the number of unemployed youths, creating social and economic problems for society.

Its new form is S.U.P.W. - Socially Useful and Productive Work.

Socially Useful Work is being done to some extent, but productive and "Saleable" aspect, an important aspect, is being neglected almost completely.

In Public Schools it has taken the form of a "Hobby" an activity to be enjoyed. Enjoying a hobby is good - very good in itself but if "Saleability" could be consciously emphasised a lot of good will come out of it.

School Rules relaxed:

In order to ensure that a student is encouraged to develop his hobby to a high degree of efficiency, rigid routine and

the rules of the school even those of promotion, were relaxed and student allowed to follow the hobby in his spare time in school and encouraged to develop it fully at home.

As a result of this, many students of the school have become highly respected and sought after professionals in the area, that was once, their 'Hobby' at school. In other words, students specially talented ones in a particular area must not be squeezed to fit, in the rigid frame of the school time table.

Emphasis on craft means education is an activity:

In one of the visits to a known school abroad, by the author students were required to spend three to four weeks in a workshop before being allowed to join their class. This emphasis on the craft work was kept up throughout their school career. It proved very useful to students in their later life.

In an other school in Europe, the author was asked to watch a class through a peep-hole in the door and go along the corridor on 'tip-toe'. In most classes there was no teacher. The students were working on their own. In some classes a teacher was explaining quietly in a corner of the class, a point to a student, who could not understand it on his own.

Education is a personal activity of the student stated the Principal of that school. He was right. Education is a personal activity.

Games in the evening are a regular feature of a Public School.

When asked this routine question, a Principal in a foreign country, retorted cynically that he would not like his students to "chase leather" all evening.

Asked what else would they be doing instead of playing games, he said, "Fire Service", "Mountain Rescue Work", "Sea Scanning", "Telephone duty" - 24 hours a day and 12 months of the year.

The author was stunned to see their efficiency of Fire Service. All these duties are carried out on voluntary basis giving up their holidays. EDUCATION IS ACTIVITY, the Principal said.

#### Morning Assembly:

In spite of these activities, the author felt that there remained an area where latent talent could be tapped. It has been tapped to great advantage of the students.

#### Extended assembly:

By reducing the number of periods given to each subject, the morning assembly can be extended to about 60/65 minutes. To the normal routine of morning assembly, "News of the day" and "Talk on any topic" are added. These are chosen and read out by students of the "House" and commented upon by the House Master. This takes about 25 minutes. In the remaining 35/40 minutes, Activities of all sorts, aesthetics, emotional, physical, etc. go on in the school; students participating in them according to their choice and proficiency in the activity.

This gives happiness to students and satisfaction to staff interested in educating children, to become their "Friend, Philosopher and Guide".

Extended period:

Education is a PERSONAL ACTIVITY. As a rule we "lecture" too much to students with a view to FINISH the course. Attempt should be made to extend the duration of the period to 55 minutes and count time given to a subject per week in "HOURS" and not in number of periods allotted to a subject. In some schools the period has been reduced to a ridiculous level of 30 minutes.

In a longer period of 55/60 minutes, preparation work on a topic is done at home and answers are written in the presence of the Teacher. That is what the students ACTUALLY know. At home, work can be done by the parents, more often by expensive tutors.

House Functions:

Instead of one or two "plays" a year by a school, about 12 House Functions may be held. This is besides, Independence Day and other Functions held on National Festivals. Students of the "House" can take part in these House Functions according to their inclination or talent. Normally it may consist of a song, an orchestra, one act play in English, a play in Hindi, a Dance item and perhaps an item to encourage special talent of a student/students - such as, a solo dance, music recital, etc.

Along with this, creative activities of the students of "The House", such as, Art work, Craft work, Sculpture, Batik, Tie & Dye, Block Printing, Fabric Printing, Project work on various topics, etc. may be on display.

Every student of the House can be involved in some activity or the other.

Members of the staff should meet the parents - in a sort of parent-teachers meeting.

It gives great satisfaction to students and immense pleasure to the parents of the House who come and watch the Function.

"EDUCATION MEANS ACTIVITY".



OVER VIEW OF CHILD-CENTRED EDUCATION : THE UNDERLYING  
PRINCIPLES AND PEDAGOGY AND A PROGRAMME OF ACTION (PAPER I)

Dr. M. P. Chhaya

The center of gravity in old approach is outside the child. It is in the teacher, the textbook, syllabus, anywhere and everywhere but not in the child. Now the change which is coming into education is the shifting of the center of gravity to the child.

The schooling of the child should be related to his own experience, to his weaknesses as well as his strengths. The child-centred approach means that there should be a shift in emphasis from the teaching process to the 'learning process'. The focus should be on developing the skills of 'learning to learn'. The overall goal of education should be the 'all round development' of the child.

Child Centred Curriculum :

It is to be based upon the needs, interests, aptitudes and abilities of students at different levels so that it enables the learners to acquire the necessary skills, knowledge, attitudes and values which will help him realise his full potential. Curriculum should cover all aspects - knowledge, skills, attitudes, physical health, moral & spiritual



values, aesthetics & work experience. Curriculum and methodologies of learning should bring in elements of problem solving, creativity and relevance. Through this curriculum bring in elements of problem solving, creativity and relevance. Through this curriculum he should be able to extend or refine his skills and gain new interests and attitudes.

The effective implementation of these educational strategies to develop the potential in the child will depend to a great extent on the nature of interactions that take place during the process of transacting the curriculum in a school system between the student and the teacher, teachers and educational administrators, and policy makers.

#### The Role of the Teacher :

The role of the teachers in child-centred approach will be that of a 'facilitator or guide'. The teacher has an important role in promoting other than intellectual aspects of development in his students. To foster social development of children; the teacher should plan activities for students which will make them learn to work and play together to foster the spirit of sharing and cooperation. The teacher's positive attitude towards the children would encourage the emotional aspect and motivate them to further achievements.



## EVALUATION

The evaluation will have to be done in terms of attainment of competencies rather than of knowledge. It should be comprehensive and continuous. The periodic evaluation should also include a qualitative assessment of dimensions like socialability, leadership, ability to work with other, self confidence etc.

Evaluation includes written tests, oral performance, observation techniques and use of cumulative records.

### Programme of Action on the Integrated Development of the Child

In the day-school there will be six days working with nine periods a day of 35 minutes duration with half an hour break. The total working time of the school in a day would be of 5 hrs 45 minutes. Even the government schools with double shifts would be able to work for 5 hrs 45 minutes daily. The allotment in the weekly time table would be as follows:-

Intellectual development	33 periods	1. Lang. 6 periods, 2 Lang-5 periods, 3 Lang.-4 periods, Math-6 periods, Soc.Studies -6 periods, Gen.Science- 6 periods
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Physical Development	7 periods	Games-4 periods, PT-1 period, Yoga/NCC/Scout-2 periods
Emotional & Aesthetic	4 periods	House system-2 periods, fine arts-2 periods
Social development	4 periods	Skill-oriented-2 periods, Service oriented-2 periods
Moral & Spiritual Dev.	6 periods	School assembly-20 min + cleanliness in school-15 minutes = 1 period daily = 6 periods weekly
TOTAL	54 periods	

## CHILD-CENTRED EDUCATION (PAPER II)

Dr.M.P.Chhaya

It is sometimes argued that the child-centred emphasis in education is at least as old as Plato's prescription. It is stated that the center of gravity in the old approach is outside the child. Now the change is the shifting of the center of gravity to the child. <sup>Child-centred</sup> educationists have stressed that children have a right to consideration and treatment as intrinsically valuable human beings.

Each child is unique in the complex of ability, attitude, Interest, experience and cultural capital which he brings into school. The point of educational activity is to enable the child to grasp the meaning of what he is attempting to learn. Unless the child understands what he learns, it remains a meaningless formula, a collection of inert ideas, a rote skill having no application outside the classroom situation in which it was learned. This is to say that education should be child-centred in that the learner comes to possess what he knows. He cannot enter into possession of a skill merely by being told what to do. For this reason, it is concluded that learning by doing is essential to the acquisition of knowledge as a personal possession.

It is an illusion that we can somehow educate youth to avoid making the mistakes which we have made. We prepare for life in both its contemporary and longer term perspectives by encouraging a disciplined consideration of moral principles. If education ought really to be directed towards assisting the learner to cope with the daily contingencies of life throughout his lifetime, it ought to make him familiar with fundamental modes of thought in relation to wide areas of human experience. For bringing the child into possession of his learning is that his schooling should be related to his own experience, to his weaknesses as well as his strengths. It begins at the wrong end from the assumption that the primary justification of social studies in the curriculum lies in preparing children for adult citizenship. Our approach to the education of the young child should begin by identifying the key concepts and principles in a subject and illustrating these through the simple, concrete uncomplicated experience of the learner.

The task facing teachers of the young is not the simplification of abstruse, scholarly subject matter, but rather a development of principled understanding of what is essentially simple and fundamental to human experience. We require a developmental view of subject matter which neither sacrifices the child's present interests, needs and



concerns, nor constantly ascribes to him the role of alien in an adult community. It would characterise efficient education in any school or college: an education where learners succeed in taking skill and knowledge into themselves so that what is learned may be employed successfully in the business of living and, to that end, where teachers take full account of personal and social impediments to learning and forge educational instruments to overcome these. There is this obvious sense in which all education is learner-centred in being conceived so that the learner will learn.

It is the teacher's responsibility to indicate the possible limitations of the learner's own spontaneous and untutored choice of activity; to mediate the vision of a wider, richer environment. The teacher's competence also lies in his obligation to assess the disciplinary implications of a child's choice of educational activity. The term 'academic discipline' assumes its proper function of picking out those culturally valuable activities whose nurture requires the professional expertise of teachers, as distinguished from those activities which are best learned from other educational agencies like the home, or are learned from life in the daily commerce of the market place. The simple notion that the child, the teacher and the curriculum are educational co-efficients eludes us in our single-minded disposition towards monism.



## DEVELOPMENT OF ENTREPRENEURSHIP AMONGST CHILDREN AND ITS PSYCHOLOGICAL IMPLICATIONS

Ms. Neeru Bala

Development of Entrepreneurship is a comparatively new area requiring combined efforts by people from different streams of life. It is an highly important field since it can be instrumental in solving two major problems facing our country. First of economic development and second of reducing the number of educated unemployed youth. At present, nothing much has been done at official and/or educational institutional level to develop entrepreneurship amongst children. Development of entrepreneurship up till now has been the product of interaction of innate potential and socio-economic background of the children. Some of the motivating factors are economic gains, ambition, social prestige and social responsibility. Need for achievement, adaption, propensity and risk taking behaviour have emerged as few important qualities for entrepreneurship. An attempt has been made in the paper to present a model for developing Entrepreneurship amongst children.



## EDUCATION FOR TOMMORROW'S CHILD

Shri Nitya Chaitanya Yati

When a child comes to this world, world is new to the child, and in the same measure, the child is new to the world. Education commences when active familiarization becomes an imperative need. One major flaw in Education that had persisted through the ages, due to the educators ignorance, was that the world was to be educated to know its new member. Everybody focusses its education on the ignorance of the child and nobody has ever considered that the world is ignorant of the child. It is a well known fact that the child is as old as the world. The chasm of strangeness has grown wide between the growing children - the human children and the evolving world. The relevance of a teacher, therefore, is where the taught is in need of being guided much before a teacher comes **his life**.

The child commences the process of learning in which the sensations arising from five senses and the composition of the impact of sensations; structured in varying ensembles, take upon itself the role of a natural teacher. Most of the things a teacher gathers and educates itself with until the age of three will hold very good to the last day of a person's life. A teacher should first recognise the self-education of the child.

Child, therefore, is a unique being and it can function fully only by remembering the world, which is the totality of the universe in which he has a specific role to play. A child need not necessarily be exposed to to many personalities, all at once..

A new pattern of education, thus, can be evolved in collaboration with institutes related to unitive science (Brahma Vidya).

## EDUCATING THE CHILD WITH LEARNING DISABILITIES - A CHILD-CENTRED APPROACH

Dr. (Mrs.) Nirmala Gupta

Millions of children in our schools face language handicaps, inappropriate reading skills, memory disorders, problems of inattention, hyperactivity etc., difficulties which are referred to in the professional literature as 'learning disabilities'. These disabilities are not due to any physical handicaps, mental retardation and social or economic deprivation but due to malfunction and that too minimal malfunction of the brain caused by heredity, illness or emotional stress. Although a few learning disabled may require special programmes for help, large majority of them are in regular classes and an understanding of characteristics of these children will help in their early identification by the teacher and in devising suitable activities and programmes to suit their individual needs.

A child has a learning disability if he does not achieve upto his age or ability levels in understanding and using language (spoken or written), mathematical calculation or reasoning, disorders of auditory or visual perception (dyslexia), incoordination, inability to recall, organize, schedule, anticipate or generalize events etc.. As the reasons

for these disabilities are generally not understood, the child feels frustrated or confused and often develops secondary emotional characteristics. 'Learning disabilities', thus, turn into 'Life disabilities'. In view of the fact that LDs have unusual talents and potentials, much stands to be gained in unraveling of these disabilities.

Teachers need to understand a child, his unique needs, his learning environment and his learning styles. Children develop deficiencies when they are not developmentally ready or motivationally ready to learn. <sup>As</sup> much attention should be paid to understand how the student learns, as to what he learns and how he approaches and organizes his learning strategies.

Remedial teaching programmes, multi-sensory teaching approaches, cognitive training techniques could prove helpful for those showing signs of such deficits. They could also be helped to improve their study skills.

Whereas programmes at the elementary level tend to focus on building the basic academic skills of reading, writing and arithmetic, secondary level emphasis involves on accommodation or compensatory teaching (Marsh, Gearheart and Gearheart, 1978). It is not enough to only equip these children with school learning skills but equally important



is to prepare them for transition from school to occupational world and independent adult living (Mastropieri and Scruggs, 1987).

Teacher in-service and pre-service programmes will better equip the teachers to fully understand each child, his deficits and strengths and ways to meet his individual needs. Workshops, seminars, lectures and mass media can go a long way in creating a general awareness about learning disabilities and different ways to develop coping skills in children.



## EDUCATION OF THE DISADVANTAGED

Dr. Neshla

It has become fashionable today to be concerned with the educational problems of the so called disadvantaged children. In the recent past, concern in this area has spread from the sad and lonely lament of the class-room teacher confronted with a group of children whom he could not teach as a nation wide movement. Indeed it is high time that we dedicate ourselves whole-heartedly to the cause of the disadvantaged.

But then the question is who are the disadvantaged? Indeed answering this question properly requires a fresh examination of the very standard by which to evaluate the advantaged and the disadvantaged. Certainly the meaning of 'disadvantaged' must be broadened to include all those who are blocked in any way from fulfilling their human potential. This blocking can take place any where, in a slum, or in an affluent suburb where children also may be neglected or over-protected, ruled by iron handed parents or guided by no rules at all. Any one deprived of the means to reach any of the set human goals is, as such, disadvantaged for it is the purpose of our democratic social institutions to advance the development of these human goals for all people. Failure in human goal attainment, therefore, is a reflection of institutional failure and until our social

institutions in general and the schools in particular, are equipped to satisfy these goals, full human development is thwarted. Until then we are all disadvantaged.

Of course, there are the extremely disadvantaged, whose poverty and socially discriminated position severely limits their potential. Poverty and poor education go hand in hand. While the affluent disadvantaged get the best that an inadequate educational system can offer, the poor get the worst. Not only are the disadvantaged poor, not ready for the school, but the schools, by and large, are not ready for them. When the child enters the school, he moves into a different world, one which mirrors him in the same degrading terms which he has come to accept as his lot. Poverty is a stigma that the school unwittingly takes as a sign of personal unworthiness.

Too often when the child enters the school, neither the system nor the teachers seem to care about or to comprehend the only world he knows. Indeed, they seem to shun him as ugly, sinful and worthless. The activities required of the child by the school are meaningless and incomprehensible to him. The only society that accepts him is that of his equally frustrated peers. Finally, he gives up school altogether perhaps with the dim hope that he may find employment, and thus attain freedom through financial independence. But he has no marketable skills and the only jobs open to him are those which offer little security and economic dividends,

To reach the disadvantaged, the school would have to start by accepting them. It would have to take lower class life seriously as a condition and a pattern of experience; not just as a contemptible and humiliating set of circumstances from which every decent boy or girl is anxious to escape. It would have to accept their language, their dress, and their values as a point of departure for disciplined exploration to be understood not as a trick for luring them into the middle class, but as a way of helping them to explore the meaning of their own lives.

The goal cannot be reached unless the teacher learns the language of the child. Teacher is the closest to the learner of all those involved in the educational policy. He must interact with pupils in daily reality and, therefore, he is most likely to be familiar with their needs, their problems and their assets. The teacher has to learn, perhaps through trial and error, what will and what will not work in the classroom and what obstacles in the home or in the school hinder the path of learning. Certainly successful teaching in the disadvantaged school lies in using these strong human needs as spring-boards of learning. The keys that unlock the door are understanding of the child and his world; acceptance of him and his attitudes and offering help and approaches geared to his ability and special needs.

This is not to deny that the crisis of the disadvantaged has provided educators with a unique and epoch making opportunity for effective; true; and penetrating reform. As such; the sources both within and without the formal educational system should be fully and properly utilised. Even NPE stresses that it is people's involvement in the educational reconstruction that will make the difference.

Thus armed with money, backing from a power source and with strategic help from people the educational reform can go a long way in improving; enriching, brightening and beautifying the otherwise dull; dismal, dark and dreary world of the disadvantaged.

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## ENCOURAGING CREATIVITY AMONGST CHILDREN

Lt. Col Naren Tiwari

Today we are confronted with complexity of varied problems about the people, their prosperity and peace. The sociologists, Engineers, Artists, Architects, Industrialists, Scientists, Religious Thinkers, Educators, Psychologists and Politicians are collectively and individually engaged in search of creative solutions for a better tomorrow. Tomorrow's world would delegate menial, routine, monotonous and treacherous jobs to robots, computers and the machines and the man would be free for creative thinking and adventure into new exciting ventures.

A child is the father of man and tomorrow he would completely renovate the present concepts, ideologies, and technologies for enriched quality of life, inspite of the threatening scarcity. This he would achieve through creative innovations and getting to know the unknown and meet the challenges and the changes boldly.

The education of a child should aim at developing creative talent in him. A society or a civilisation which is poor in creativity is static and suffers from terminal illness. Creativity is the capacity to produce previously unknown compositions, products or ideas.

The development of creative potential should be in an environment which is nourishing congenial satisfying and gratifying for the child.

The environment around a creative child at home, school or society must have favourable climate so that creativity can be originated and gainfully utilised.

Highly creative children have wild, off the tangent, divergent ideas, off the beaten track, and outside the domain of the present concept. They are imaginative, humourous, vigorous, bouyant, flexible, optimistic and full of enthusiasm.

"Creativity to begin with looks like a spring of water which is nuisance, when it first issues from ground producing only mud and muck. It cannot be stopped by cement and concrete its flow will continue to seep around the edges. But when the spring is given a protective and delimiting margin and a channel is provided it becomes a source of "joy". Same is true with creativity, says John Curtis Gowan.

Most teachers, parents and peer groups cannot tolerate creative thinkers, the little intellectuals, since they are basically non-conformist and hence most of them kill curiosity in the child. This is what we may call creativity terrorism. We must save our children from this abject environment that is prevailing in the institutions and the society. A few creative people can make all the difference to a civilisation.



Identification, recognition and encouragement of creativity amongst children provides the children with an ammunition which they can use at any time in life and this can be more explosive than nuclear fission for creation of innovative ideas.

Creative thinking amongst children should not be contaminated with the weeds of history. We should avoid the future being polluted with ideas that are obsolete. In the words of Fouches "We must carry from the altar the fire of the past and not the ashes".

The tremendous untapped and unused capacity of the creative brain of the child today, offers us a chance for reasonable survival in world which is changing at a very fast pace. Since the needs of the creative are unique, our educational policy should also be so structured that both the teacher and the taught, get opportunities to learn creatively, grow creatively and create an atmosphere of creativity. The children while learning creatively are also recreated.

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"POSITIVE PROCESSES OF LEARNING AND DEVELOPMENT IN CHILDREN -  
AN EXPERIMENT WITH ELEMENTARY AND SECONDARY TEACHERS."

Sri Narendra Singh

Learning and development go together and influence the child's life at every turn. Some very firmly established personality characteristics and character are by and large based on learning and patterns of development at earlier stages to child's growth. It is our common experience that the inadequacy of the teacher hampers the learning and developmental aspects of the children. Because, now-a-days the teaching done by a traditional teacher is subject and curriculum-centred and not child-centred. Realising that the child is the centre of education and teachers are unable to give him maximum benefit, teacher training programmes <sup>have</sup> to receive utmost attention.

The major objectives of teacher training programmes are: to acquaint the teachers and educational authorities with various aspects of child's personality and their relevance for effective teaching-learning; to enable them to understand the processes/factors that inhibit or facilitate learning and development; to evolve a nucleus of learning and development experts; to devise and propagate

teaching - learning strategies and thus bring about considerable improvement in child-centred education through effective teacher education and modified teaching-learning processes.

As per the course content developed at DEPC&G regarding the Enrichment Course in learning and development teachers/teacher-educators are exposed to new ideas, concepts, innovative teaching-learning strategies by selected resource persons through lectures followed by group discussions and demonstrations. There is also an in-built evaluation of the short term enrichment course. Some of the positive processes/factors for better learning are : age, physical and mental health, environment, practice, interest, comprehension, motivation, study-habits, audio-visual aids and modern teaching.

The Department of Educational Psychology, Counselling and Guidance NCERT, has organised 12 courses by now for elementary level and 8 courses for secondary level teacher educators during 9 years and has trained 207 and 171 teachers/teacher educators of elementary and secondary level respectively. The participants have appreciated such training and have expressed their satisfaction for updating themselves and enhancing their knowledge. Faulty teaching gives rise to numerous problems such as failure, underachievement, copying, dropout, wastage, stagnation and day-to-day disciplinary problems. One of the ways which appears fruitful is to retrain the teachers continuously and help them to update their knowledge and to develop new teaching-learning strategies and thus providing maximum benefit to the children.

THE CHILD AT THE CENTRE OF EDUCATION - A DEVELOPMENTAL  
VIEW

Prof.N.Vaidya

We have had enough opportunities to improve our clerical system of education since independence. We have concentrated more and more on the development of text books, instructional and illustrative materials and evaluation etc. rather than on child. We have now learnt a bitter lesson after several re-evaluations in science teaching of the fifties that the latter scheme of education is no longer tenable as was made out by some influential critics. This century old trend needs to be reversed by insisting on the developmental view of learning. Here, Piaget is the current star who emphasizes more on the processes rather than products of thought within the context of his experimental epistemology. Some significant research conclusions have also been reported. Finally, it is suggested that children need to be helped to help themselves, for, it is in their nature to go on learning and releasing ad-infinitum.



## EDUCATIONAL STRATEGIES FOR THE EDUCATIONAL DEVELOPMENT OF SOCIALLY DISADVANTAGED GROUPS

Professor N.Y. Reddy

Schedule Caste and Schedule Tribes are the main two groups of the socially disadvantaged in India, if we adopt two principal criteria; 1) Poverty 2) Deprivation of the normal social interaction with the persons of mainstream, thus resulting in social isolation and cultural anemie. Independent India has been making many efforts to improve their lot, but the gains are not commensurate with the efforts. The focus of the present paper is on schedule caste and schedule tribes students because of the studies undertaken by Department of Psychology, Osmania University Hyderabad, for the last six years.

The State of Andhra Pradesh, tops the list in providing the educational facilities to schedule caste and schedule tribes students. There are as many as two thousand two hundred and ten hostels and 64 Residential Schools, which are meant exclusively for schedule caste and schedule tribes students in the State. In addition to this students of the +2 at degree level are provided with Social Welfare scholarships to reside in self-managed hostels numbering 839. As many as 2,13,732 students reside in Social Welfare Hostels. About 50,000 students at +2 level and under-graduate level are residing in self-managed hostels. As much as 93.40 crores are spent annually on the educational facilities of the schedule caste and schedule tribes

students, which is quite staggering as compared to any other State. Considering such a loss of gains on educational front are not every much striking, because of the low quality schooling, improper planning and inadequate living conditions in the hostels.

The Department of Social Welfare, Government of Andhra Pradesh has assigned the Osmania University an ongoing action research project in 1982 to carry out studies as well as to provide interventions for the educational development of the schedule caste and schedule tribes students residing in Social Welfare Hostels. Two major studies that are considered as important for suggesting psychological strategies are reported here.

In study one, it was aimed to find out the profile of general mental ability and aptitudes of the schedule caste and schedule tribes students as compared to the Non-S.Cs. Secondly, it was also aimed to find out their problems in study habits and class-room achievement in difficult subjects like Maths and Sciences. The total sample, S.Cs. and Non-S.Cs. put together was in the range of two thousand. Suitable psychological tests developed in Telugu were employed. The results were very revealing :

- 1) There was no significant difference between the S.Cs. and Non-S.Cs. in general mental ability and aptitudes.
- 2) The S.Cs. registered a greater problem behaviour in study habits than the Non-S.Cs.



- 3) The S.C. students were found to be significantly lower in their achievement scores in Maths and Science than their counter-parts.

This only proves that they are in need of interventions and the second study reported here reveals the same.

Study 2, was carried out by using pre and post test control design on 3 groups, each consisting of 32 subjects. Experimental group 1 was exposed to study skills and to special tutorials in Maths and Science for a period of 6 months. Experimental group 2 was exposed to only special tutorials. Group 3, being the control group, was not given any treatment. The main finding was group 1 was better than the other two in their performance in school subjects after the exposure. Group 2 was better than the control group.

Based on the findings of these studies a number of psychological strategies have been suggested.



## CHILD-CENTRED EDUCATION AS AN INVESTMENT

Professor P.D.Hajela

The author has indicated that while the proportion of child population between 0 and 14 years in the total population has not been very sharply affected except for 1961 and 1971, the absolute number of children since the beginning of the century has multiplied three times over. The proportion has been 38.05% in 1901, 38.42% in 1951 and 39.7% in 1981. Only in the years 1961 and 1971 the proportion increased sharply. In 1961 it was 41.04% and in 1971 42.03%.

In a developing country like India where there is a revolution of rising expectations amongst the people and also a political and social compulsion to expedite the various changes that are taking place, it will be appropriate to say that 'the child is the father of man'. It can be nobody's view that such changes can be best taken care of only after today's children had grown and matured into appropriate leadership. Social transition is a continuum even though it may not be as steady and stable as one may desire. Often changes take place by fits and start, necessitating sudden adjustments in the quality of leadership required to sustain those changes. The author has

highlighted the short period aspect and long period aspect regarding this issue. The long period perspective is bound to be of great significance in the present context.

How best can we prepare the children to fulfil our hopes and aspirations in the economic, technical, scientific social and other fields is the major question. Can we so conceive their training that the achievement of long period goals at the time they have matured into youth can be possible? It is true that education should inculcate in the child qualities of sports-manship, strong sense of moral and ethnical values and a deep feeling for the country and its people; in addition to the development of cognitive domains. It should also help the child to use his creativity in the fields of aesthetics; drama, dance literature, religion and philosophy. In the domain of vocational education or of education through work experience we should imply that focus on child education could be fruit-bearing both for the child and the society.

Basic education assumes that first of all the child when he becomes an adult should be able to manage and assure for himself the supplementary or principal means of livelihood.

While discussing the investment aspects of child education, it is desirable that we try to have some idea of the economic changes which India is planning to bring about. The author had dialated on this issue considerably.

The view that child education is an investment only in so far as it prepares children for employment or self-employment is a very narrow view. Even after a child grows into a good political or social leader, or good researcher, a good artist, a good sportsman, a good musician, or a dancer, all these would be a gain to our country. Therefore, the overall development of children is extremely important. The author has highlighted the use of professional counselling and guidance and aptitude tests in this domain. He has also discussed the various modes for augumenting the cause of child school education. He has highlighted the problem of allocation of resources as between school education on the one side and the rest of the education on the other. The author has clearly mentioned that investment in human resource development should begin from the very beginning through the fostering of the talented in addition to the overall development of all the children on various educational ladders.

The author has pleaded that much better priority should be given to education that it has been able to get in the country today because human capital at various stages of development, including the stage of child-centred education, is of prime national importance.

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## BEHAVIOUR MODIFICATION IN THE CLASSROOM

Professor Prabha Gupta

Behaviour modification assumes that behaviour depends to a great extent on environmental factors. Therapeutic interventions involve training clients to engage in certain behaviour and not in others. A goal of behaviour modification is to provide learning experiences that promote adaptive and prosocial behaviour. Three types of learning have played major role in conceptualizing behaviour and generating treatment techniques. These are Pavlovian classical conditioning, Skinnerian operant conditioning and Bandura's observational learning.

One of the most extensively evaluated areas of behaviour modification has been classroom management. In the schools the focus has largely been on the use of operant procedures. The hallmark of behavioural approach is consistency and requires the use of procedures that have been scientifically validated. For example, data collection by teachers using the procedures is essential. In fact, it is the use of behavioural techniques in combination with the collection of data that constitutes the behavioural approach to classroom management.

Before any behavioural technique is initiated, a baseline study must be done on the behaviour of interest. The baseline data permit assessment of the severity of the problem, force the teacher to define the problem in behavioural terms, and are essential for evaluation of the programme.

The basic procedures used to change classroom behaviour have been systematic use of teacher attention through praising and ignoring, token economies, punishment procedures, peers as behaviour modifiers and self-control programmes, as well as programmes that evaluate sociometric behaviour and generalization of programme effectiveness.

Classroom Behaviour Modification : The hallmark of the behavioural approach is consistency. It requires the use of scientifically validated procedures.

Praise and Ignore Technique : Praise is made contingent upon the appropriate behaviour and inappropriate behaviour is ignored. This has been proved very successfully with young children.

With Entire Class : It was reasoned by Ecker and his colleagues that if misdirected teacher reinforcement was responsible for maintaining problem behaviour then training elementary school teachers in praise and ignore technique would be important.



Baseline measurement is taken on inappropriate behaviour. These behaviours are identified both by teachers and by preliminary observation. After baseline rates (a) The teacher is asked to write a set of class rules on the board (b) the children repeat these rules until they know them. In the third phase the rules are left visible and the teacher is asked to ignore inappropriate behaviour (c) praise for appropriate behaviour is added to already present rules and ignoring (d) to assess the effect of treatment, package, baseline procedures were reintroduced and rules, praise and ignoring are removed for a short time.

Finally the study terminates with a return to the treatment package of rules, ignoring inappropriate behaviour and praise for appropriate behaviour.

This combination of rules, ignoring and praise is definitely effective in reducing classroom problem behaviour.

Token Economy : Tokens are exchangeable for back-up reinforcers. Token reinforcement programme teaches a child to work for symbolic rewards. Tokens should have certain properties, i.e., It should be easily dispensable, it should be readily portable, its value should be understandable, it should be identifiable as a property of the recipient.

Token economy programme may be introduced in a class-  
The class is divided into 2 groups. The teacher  
tells to the children that whenever she sees anyone on  
any team breaking a rule that team would receive a mark.  
The winning team or both the teams if neither team has more  
than five marks would receive privileges and free time at  
the end of the day. This procedure was successful in  
decreasing out-of seat and talking-out behaviour of the  
entire class (Barish, Saunders and Wold 1969).

Punishment in the Classroom: Punishment should not be used  
until the more positive alternatives have been unsuccessful.  
Three procedures of classroom punishment techniques have  
been investigated: response cost, time out from positive  
reinforcement and verbal reprimands.

Response Cost : It may be defined as removal of previously  
acquired reinforcers contingent upon a response. In the  
classroom token economy response cost is accomplished by  
removal of tokens contingent upon inappropriate behaviour  
(Brinbauer et al 1965; Broden, Hall, Dunlop and Clark  
1970; Mc Laughlin and Malaby 1972. Kaufman and O'Leary, 1972;  
Iwata and Baily 1974).

Time Out from Positive Reinforcement: Time out can be defined as contingent removal, of the opportunity to earn positive reinforcement. This procedure may also be called social isolation (Draman and Spitalnik 1973). Following disruptive behaviour, a child is placed in restricted environment.

Verbal Reprimands: It has been demonstrated that quiet reprimands are more effective than loud reprimands (O'Leary and Becker (1968) and O'Leary, Kaufman, Kass and Drabman (1970).

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## FOUNDATIONS OF EDUCATION

Dr. Prem Kirpal

Childhood has been described as the time of keen experience and meaningful preparation. A good education is; that can hearten and elevate the human spirit; generating a new Togetherness, increasing resourcefulness and lumnious vision of a great becoming. Development of Courage and Creativity during the childhood have been emphasised in this paper.

Need for research, innovations and experimentation on school populations, espetically in the developing countries; has been highlighted. Priorities in education have to shift now with more emphasis not on the elite but for the masses. The basic problem of threat to childhood due to the defective schooling, inadequate homes; the exposure of children to the media; specially the Television have been discussed. Some suggestions to develop some worthwhile schemes and programmes to preserve the blessed state of childhood have been put forward;



## MASTERY LEARNING\* AND CRITERION REFERENCED TESTING IN CHILD CENTRED EDUCATION

Prof. Pritam Singh

This paper highlights the need for mastery learning and criterion-referenced testing approach in child-centred education. The focus of this approach is on optimising development of the potentialities of the child to enable him to attend the intended mastery level through continuous evaluation, diagnosis and remediation. The paradigm reflects the integral relationship of intended learning outcomes, mastery learning and criterion-referenced testing. Differentiating the mastery learning model from the norm-referenced model of teaching and testing, the emphasis is on reaching the optimum - minimum by the maximum number of students rather than attainment of maximum by the minimum number. Philosophical, psychological, sociological, scientific and pedagogical bases of mastery learning vis-a-vis criterion-referenced testing have been identified and the implications of the criterion-referenced testing in the teaching-learning have been traced. Therefore, the maximum development of the potentialities of child by teaching for mastery and master testing approach is the chief concern of this paper.





## "HOME WORK"- IMPLICATIONS IN TEACHING-LEARNING PROCESS

Sri B.Phalachandra

Educationists are consciously trying to plan out a workable life-related and future oriented education for the child our "Future Hope". Providing rich multifarious and multifaceted experience of life, and making him to read the book "Society" in an accepted legislature "School" is the responsibility of the teaching community.

The educational experience that the child receives in school should be meaningful, pleasant, and memorable which can be carried throughout his life. The teacher can assist by managing, guiding, encouraging, reinforcing and providing information. Homework is one such experience, which is an integral part of schooling. This facilitates in drawing out the best from the child.

This paper presents the views and opinions of educational psychologists, parents, teachers and students with respect to various aspects of Home Work like meaning, purpose, attitude, frequency, length, types, time spent, help taken etc..

The paper also presents various reasonably fair and concrete suggestions to bring changes in the prevailing practices of Home Work so as to make Homework a consciously thought out, well planned, purposeful, and organised meaningful activity to facilitate reinforcement in learning, inculcate self-confidence, independent thinking and develop effective study habits.



## MANY SIDES OF CHILD-CENTRED EDUCATION

Professor Rais Ahmed

The author has commenced his paper by stating that all good education has to be child-centred and vice versa. He has highlighted that education cannot be centred on anything else - not on the school, not on the teacher, not even on the curriculum. It has been stated that it is a mistake, educationists have to admit, that under the best operating conditions in the school curriculum has been rather arbitrarily based on certain notions of how much of history, mathematics or science a student of a certain class should know. There is no relationship between the pressure of the disciplines and a particular stage of mental development of children. The corresponding methods of teaching and examination have also been confined to the cognitive spheres, ignoring the affective domain or the humane side of the process called education.

The author has clearly highlighted the manifold tasks of providing child-centred education as per the major recommendations of the NPE. He has emphasised that the natural interest and curiosity of the child should be given the relevant importance through play and activity, out of class-room explorations of plant and animal life and productive activities of plant and animal life and productive activities of various types. Teacher should not only be competent but also friendly, not grouchy and cantankerous but tolerant and sympathetic.

It is only the teacher who can transform learning from mechanical process to an enjoyable experience, from a passive activity of students to adventurous enterprise of constantly invading the unknown. Finally, the author has emphasised the personalized education aspect of child-centred education.

THE ROLE OF GUIDANCE COUNSELING IN CHILD CENTRED  
EDUCATION -- SOME EMPIRICAL EXPERIENCES

Dr. Robert E. Beck.

The following six principles of guidance counseling are discussed in this paper:

Principle I - Guidance is concerned primarily and systematically with the personal development of the individual.

Principle II - The primary mode by which guidance is conducted lies in individual behavioural processes.

Principle III - Guidance is oriented toward cooperation not compulsion.

Principle IV - Humans have the capacity for self-development.

Principle V - Guidance is based upon recognizing the dignity and worth of individuals as well as their right to choose.

Principle VI - Guidance is a continuous, sequential, educational process.

The author's contention is that the goals of child-centred education and the principles of guidance counseling are compatible and complementary. It is argued that the two concepts are synergistic. The total effect of the efforts of child-centred educators and of the efforts of guidance counselors is greater than the sum of the two effects taken independently. Child-centred educators and guidance counselors engaged in a team effort when helping children. This team effort is not only productive for children but also for teachers

(i.e., improved moral and an improved sense of professionalism).

Three cases are presented that illustrate several of the principles and techniques of guidance counseling. They also illustrate how child-centred educators, guidance counselors and parents can work closely and cooperatively together to help children. Presented are the cases of a 12, 10 and 11 3/2 year old who experienced unique problems that impeded their ability to make appropriate academic, social and/or emotional adjustments while at school.

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## PUPILS - CENTRED EDUCATION - A HOLISTIC APPROACH

Prof. R.G. Misra

Education during the first ten to twelve years of age is crucial for subsequent development. It is the joint responsibility of the family, the school, the society and the State. Pupil-centred education has to be centred round the pupil's needs and urges and has, therefore, to be unique in terms of quantum, pace and methodology. Even in the narrow area of academic courses the child's total personality participates and, therefore, establishing a positive rapport with the child is the primary task of the teacher. For a balanced growth of the child in addition to intellectual aspects, other aspects of the child's personality in psycho-motor and affective areas also need to be attended to. For an all-rounded development of the child, its physical, intellectual and emotional needs have to be catered to in an integrated manner. Recognition of the pupil as an individual with his own identity by the teacher is essential for smoothening the teaching - learning process. Teacher as an agent of change has to have a sense of commitment and an abiding love for the child. School should develop a full record of the pupil's developmental history as and when it enters the school. The existing system of education, with emphasis on uniformity in attainment at the end of fixed time and predetermined common curriculum for all, leaves

little scope for pupil-centred education. Meaningful education can be provided only after knowing the level of child's readiness. Individualization of instruction is the essence of any programme of child-centred education. Education has to discharge the dual function of attending to the developmental needs of the child as also to the realisation of predetermined national objectives. The national system of education as stated in the NPE does not reflect the former function of education in operational terms. Diagnosing pupil's level of readiness and providing remedial help, wherever necessary, constitutes the very foundation of a sound instructional programme. Behaviouristic approach to learning is helpful only in situations where the tasks are simple and by and large sequential. Simulation of human programme has not been possible so far. An eclectic approach to the process of learning may be the best for ensuring effective learning in and outside the classroom. The existing scenario is highly depressing for the realisation of the goal of pupil-centred education. In the prevailing conditions child-centred education is possible only to the extent of attending as far as possible to the needs of the child within the constraints of the existing system. Self-learning materials have to play a significant role in pupil-centred evaluation. With technological advances, it has been possible to reach pupils, teachers and parents in far-flung areas. Programmes suited to these groups have to be developed and implemented so as to ensure effective participation of all concerned in the task of educating the child.



ORIENTATION OF EDUCATIONAL ADMINISTRATION AND PERSONNEL  
RESPONSIBLE FOR INSPECTION AND SUPERVISION OF SCHOOLS IN  
THE CONTEXT OF IMPLEMENTING CHILD-CENTRED EDUCATION IN  
SCHOOLS

Shri R.K. Kulshrestha

Four decades of freedom have rolled by; and we are not yet out of the woods from the legacy of the educational system inherited by us from the colonial past. The Britishers obliged us with a system which only produced obedient and educated Indians who suited to their pattern of administration. In all fairness, the educational process should be child-centred but the British System of Education, then prevalent in India, lacked this fundamental aspect in totality. The popular maxim of their educational system was based on the "rule of the rod".

Undoubtedly, the child is an axis around which the whole educational process revolves. He is the most important component in the entire academic exercise. The child-centred approach in education has thus rightly been emphasized by the Secondary Education Commission, 1953 and the Kothari Commission, 1966. Dewey's 'Democracy in Education' highlights that you take out the child and education becomes meaningless.

It is a pity that in our democratic set up the child is not getting the attention he deserves in the school and the society. In most of the so called leading institutions, he is given second rate and even third rate treatment. The children are given corporal punishment for minor faults and

subjected to numerous social restrictions! It mars their creativity, imagination, self confidence, sense of achievement etc.

The child-centred education presupposes complete understanding of the child. Every child is an independent entity. Even two of them may not be alike. Therefore, a teacher must properly know every child in the class with reference to his socio-economic background.

It may be borne in mind that the children, in general, do not inherit abilities themselves. They become able and capable of doing good deeds only in the company of and under the guidance of grown-ups. It is, therefore, imperative for both the parents and the teachers to be watchful about their own behaviour, sense of duty etc.

As an Administrator or Inspector, certain measures are suggested to achieve the desired goal of child-centred approach in the educational frame-work:

1. Class Room and school centred, supervision strategies.
2. Administration centred, Policy, Planning & Assistance.
3. Liaison with other agencies/experts and Public & Private entrepreneurs with an eye on futuristic goals, specially with reference to vocationalisation of education.

We have to go a long way to extricate ourselves from the 'rule of rod'. The march is difficult but there is no reason to be pessimistic to achieve the high goal of child-centred education. Let us, therefore, run together to accomplish it in the land of Nehru, a great lover of children.

CRITERION REFERENCED TESTING IN THE CONTEXT OF CHILD -CENTRED  
EDUCATION : SOME STATISTICAL PROBLEMS IN MAKING  
INSTRUCTIONAL DECISIONS

Professor R.K.Mathur

The need for developing and implementing a diverse collection of alternative educational programmes that seek to improve quality of education by individualising instruction and adopting a child-centred and activity-based process of learning has been duly emphasised in the National Policy of Education (NPE-1986) and Programme of Action. (Ministry of Human Resource Development, Government of India, New Delhi). A common feature of the new learning strategies is that students should be allowed to proceed to the next instructional unit only after they have mastered the preceding ones. One of the most conspicuous properties of the evaluation programmes inherent in these individualised learning strategies is the frequency of formative testing. At several points of time, tests are involved for several purposes. Beginning-of-unit tests describe the entry-level behaviour of students who are about to start with an instructional unit.

This paper outlines some appropriate statistical methods that may prove of use in making instructional

decisions for classifying a student as 'master' or 'non-master' in the sequence of his summative evaluations. The discussions in this paper have centred on contributions to criterion-referenced testing in the area of definitions and terminology, allocation of the student to mastery states from a decision-theoretic point of view, and estimation of domain score. It has been emphasised that these procedures are merely aspects of a more general philosophy that teaching and learning should be child-centred and instruction and evaluation should be individualised to cater to the different learning needs and rate of growth of individual learner. The important aspects of a child centred-approach to learning is in keeping alive our optimistic faith in all learner's capacity for excellent learning and an approach to instruction that is systematic, interactive and learner oriented-an approach that consistently promotes students' cognitive and affective growth.

## CHILD CENTRED EDUCATION - THE PLACE OF REINFORCEMENT IN GESTALT EDUCATION OF CHILDREN

Shri R.K.Sharma

Education aims at overall development of an individual's potentialities. But it is commonly observed that students' development and learning is far below the expectations. This may also be due to the lack of motivation. This paper discusses the concept of reinforcement; its principles and their application in improving the situation.

Reinforcement theory is based on operant learning. Reinforcement is defined as a consequence that increases the probability of a behaviour which it follows. Positive reinforcement results from the presentation of a stimulus whereas negative reinforcement occurs because of removal of a stimulus. Both positive and negative reinforcement help us to initiate, maintain, modify or extinguish a wide range of behaviors, but negative reinforcement may sometimes produce escape or aggressive behavior.

The potential reinforcers are of two kinds : Primary and Secondary. Primary reinforcers like food, water, sleep etc. are effective because of their importance for an individual's survival. Secondary reinforcers like social praise, attention, certain activities and privileges etc.

acquire their effectiveness because of the conditioning process. The selection of appropriate reinforcers is of crucial importance for any programme of behaviour change. This is done by observing, asking, reinforcer sampling and trying in the actual situation. It is best to reinforce the desirable behaviour immediately, often, with an appropriate reinforcer across settings, behaviours and time.

Reinforcement helps in developing the precise discriminations necessary for concept formation. The encouragement of students with the help of reinforcement techniques can help us in avoiding the extinction of creative behaviour by children. The children should not be discouraged to ask odd questions. Creative behaviour can also be improved through teachers' and parents' expectations and modeling.

We can promote positive social behaviour through the procedures of operant conditioning. The reinforcement of actual behaviours and not of just verbal statements is important for developing positive attitudes and values. The use of reinforcement principles also <sup>help</sup> in developing intrinsic motivation in the child and in making him an independent learner.

The major shortcomings of the current educational practice in terms of reinforcement principles are that :

- (i) the behaviour change is effected through aversion stimulation;
- (ii) there is an excessive time lapse between behaviour and reinforcement;
- (iii) there is a lack of a skillful programme of serial reinforcement, and
- (iv) the reinforcement of the desired behaviour occurs much too infrequently.

The pre-requisites of effective teaching are :

- (i) a careful determination of the behaviour to be established,
- (ii) a consideration of the available reinforcers,
- (iii) an inventory of the responses available, and
- (iv) a most efficient scheduling of reinforcements.





PSYCHOLOGICAL AND OTHER WELFARE SERVICES TO MEET THE NEEDS OF  
DISADVANTAGED CHILDREN WITH SPECIAL REFERENCE TO FIRST  
GENERATION LEARNERS

Dr.R.K.Saraswat

Concern with uneven and inequitable development has highlighted the issue of social disadvantage. Well known indices of disadvantage are poverty, rural residence, low caste, female sex, physical disability and parental education. Education is perceived as one of the most promising means of all evading the shortcomings and handicaps due to social disadvantage. Eradiction of illiteracy is accepted as an essential goal of national development.

The need for a vivid effective renewal of our democratic commitment to educate all children both advantaged and disadvantaged to their fullest social and intellectual potential, is most felt in modern society today. Current educational reforms are attempting to meet this challenge. Among the innumerable problems that of educating the children of the uneducated the so-called first generation learners deserve attention. Some investigations in this context were made in the form of a comparative study of the first generation learners and non-first generation learners. Among the important findings are the presence of significant

differences on cognitive and achievement variables in favour of the non-first generation learners thereby confirming the general impression that first generation learners are at a disadvantage regarding their cognitive abilities and achievement at schools. Some evidence of prejudices mediated by caste awareness was also available. The caste prejudices of teachers towards first generation learners have been subtly conveyed to the pupils in the form of a low level of expectation for those who were disadvantaged as regards caste, possibly in the form of neglecting or rejecting behaviour. The negative feedback may have led to the development of a negative self-concept in the caste disadvantaged children.

Indian studies on disadvantaged suggest that there is enough room for enhancing competence through experimental manipulation. Eradiction of poverty is necessary but if not more atleast equally essential is experimental enrichment for fullest psychological growth. It has now been realised that a programme of integrated services which combines education, health, nutrition and welfare which include parents' education can yield desired results towards the welfare of the disadvantaged child.

CHILDREN'S MEDIA LABORATORY - A PROJECT TO DEVELOP  
INNOVATIVE MATERIALS FOR CHILD - CENTRED EDUCATION

Professor Rajalakshmi Murlidhar  
and Dr. Baljit Kaur

The Plan of Action on National Policy of Education (1986) emphasizing the need for introducing child - centred education in our school has termed it a "long-awaited reform in the system --- to make education a joyful, inventive and satisfying learning activity". In order to make child-centred education a reality, the teachers need support in terms of a variety of materials/activities which they may use/undertake, keeping in view the abilities and interests of children. The UNICEF-assisted project, Children's Media Laboratory of NCERT (CML) was set up to develop or discover inexpensive, non-formal materials of educational and entertainment value for children of 3 to 8 years of age in conveying the information, skills and attitudes that will enhance their life opportunities. Under CML, work has been in progress since 1977 in four media: print, audio, games & toys and projected media. The CML materials revolve around young children's needs, interests, experiences and capabilities and are presented utilizing activity approach and play-way methods. The materials have been tried out

with three groups of children from disadvantaged areas; tribal, rural and urban slum, with significant positive impact evident in the cognitive and language skills of children. The grass-root level workers, Anganwadi workers working in the ICDS centres materials successfully after a brief, though well-planned, orientation. The paper gives information on the kinds of materials available in various media, following which, the impact study is discussed.

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CHILD-CENTRED EDUCATION IN REMOTE,  
DISADVANTAGED AREAS - A MICRO ANALYSIS

Dr. R.P. Singhal

Child-centred education in remote, disadvantaged areas poses a formidable challenge before the teachers, planners and administrators. It is in these areas that we need the child-centred education the most as compared to those areas where the child belongs to a well-to-do home, has access to well equipped school and has an environment which is conducive to learning.

A micro analysis of these areas presents a very gloomy and dismal picture. In the desert districts of Rajasthan the situation is so trying that it is not only difficult to bring child to school, but it is also difficult to retain them in school. In Ladakh, in J & K, the situation is equally worse. Most schools are single teacher schools. On the top of it, there is paucity of teachers. Despite the fact that teacher-pupil ratio is low, there is hardly any teaching-learning. In Koraput district of Orissa where more than half the population consists of tribals, there is practically no marriage of the curriculum with tribal culture and the way of living. If the curriculum is divorced from the day to-day life of the children, one can imagine what would be the result. Whether it is Sikkim or Arunachal Pradesh, or whether it is the backward tribal region of Andhra Pradesh or Dadra and Nagar Haveli, or whether they are the high ranges of Uttar Pradesh, the situation is practically the same.

Most schools in such areas are small. The low teacher-pupil ratio that normally exists in these areas does not provide any evidence of individualised attention to children by the teachers. Studies have shown that unless proper teaching techniques are adopted by teachers, things would not improve. What is required is strong pupil involvement in learning activities and relating learning to day-to-day life. Teachers have to serve as facilitators and pay special attention to the weak and the disadvantaged. The handicapped home to which the children belong has to be compensated by the skills and dedication of the teachers. Use of teaching aids, inculcation of the habit of reading library books, newspapers and magazines and providing enrichment programmes for the talented are some of the measures which would stand in good stead.

The isolated, disadvantaged areas suffer not only from the lack of good teachers, they also have to face the non-availability of text books on time as the books reach them often quite late in the session. Besides, the instructional material is not suitable to their need.

It has to be recognised beyond doubt that more the education is child-centred, more sharp will be the development of the child from the point of view of quality, efficiency and relevance. Moreover, it is a holistic concept and an integrated approach that is called for.

## CHILD CENTRED EDUCATION-ADMINISTRATIVE ISSUES

Shri R.P.Srivastava

The present system of school education in India is suffering from many weaknesses, biggest being too much of uniformity. Uniformity of methods, of contact, of teaching schedules, of disciplinary practices, of evaluation and even of treatment of student-problems. This is too much for both teachers and learners. So what we need today is to make education meaningful and pleasurable experience for children and above all child-centred.

The principle of child-centred education advocates that the learners are variable in their physical, cognitive and affective attributes and therefore educational methods and techniques should be geared to the interests, needs and individual competencies of the learners, with an aim of developing in the child-attitudes and values leading to positive changes. For achieving this, the Principal of school will have to play a key role alongwith his staff. But let us not forget that child-centredness is not a magic wand, that will bring change in the educational scenario overnight. The efforts are likely to be faced by obstacles like unwieldy class size, existing structure of outmodish curriculum, teachers not willing to accept

the change, managers and policy framers of the school not knowing the importance of the learner etc.. But if the Principal emerges as a champion of the children he can, to a great extent, create an environment where these obstacles, and many more, inspite of their existence will not let the system feel their presence. For achieving this the following suggestions may be found useful.

- (1) The Schools will have to develop a proper conceptual frame-work regarding the child, where the child would be regarded as an active contributor to his own learning. In trying to achieve this, the children would be co-opted to work on projects like peer tutitioning, active decision making in school bodies, supporting younger/students at study time, running a kitchen garden to support the school mess, helping in the library etc.,
- (2) Defining institutional objectives, like developing - a scientific attitude, moral awareness, political acuity and creativity.
- (3) Defining instructional objectives.
- (4) Restructuring the content by adopting it to the level of student's maturity and by letting it be need-oriented where the child's needs for today and for the future are taken due care of. But in doing so the courses need not be altered totally. Instead, information may be given to the children through projects, films, discussions, lectures, exhibitions etc.



- (5) Motivating teachers through the Principal for introducing various methods of teaching.
- (6) Child-Centred accountability programmes may be organised by applying modern managerial techniques.
- (7) Guidance services will have to be organised to cater to the educational, vocational and personal needs of learners.
- (8) The Principal should develop staff development programmes. He should also motivate them to be creative and innovative.
- (9) The co-curricular activities in the school should be organised aiming at the learner's thoughts and views.

In conclusion, we can say that in order to achieve child-centred education, the Principal should emerge as Champion of Children - alive and sensitive to their needs, sympathetic to their problems and respectful towards them as individuals.



## REORIENTATION OF COGNITIVE LEARNING PROCESS OF THE DISADVANTAGED CHILDREN IN EARLY YEARS.

Professor R. Rathi

In the schools of rural tribal and urban slum areas the educationally backward children do pose serious teaching, learning problems. In addition to economic and certain social factors, cognitive deficiency and defective psychological approach seem to be a single major cause for their educational stagnation and backwardness. Recent researches both here and abroad have succeeded in identifying some of these deficiencies. Innovative, cognitive teaching-learning programmes have to be evolved for tackling this problem with a view to bring these children up to the main stream.

### I. PRE-SCHOOL EDUCATION

The major deficiencies in perceptual and verbal learning have to be removed in pre-school learning situation before the children enter the regular school. With the help of various processes of reinforcement, perceptual training, behavioural operations, discriminatory forms of recognition, etc, a child's verbal skills can be considerably developed. This in turn would stimulate his intellectual growth. In short, stimulus deprivation being one of the important causes of socio-cultural deprivation

and as it is not possible to provide this at home, all possible measures have to be taken to provide rich and complex stimulating environment in the pre-school situation for these children long before any formal education is imparted in the existing primary schools. Attempts should be made in such a way that the disadvantaged child develops a cognitive background with deep impressions of various concepts and their complex perceptual associations comparable to that of the advantaged child. In other words, the pre-school compensatory education should be programmed for internalising this basic minimum in the disadvantaged.

## 2. SPECIAL COMPENSATORY PROGRAMME.

The objective of pre-school education is to equip the disadvantaged children with an enriched cognitive background comparable to that of other advantaged children. This will enable them to come to the school with a marked self-confidence. But when they go through the teaching-learning processes in the class room situation, due to various other reasons some of these children may not be able to cope with the on-going progress of the classroom teaching. Such children have to be picked up along with other upper class children who may also be in the same position like the disadvantaged children and all of them

have to be given additional coaching in the subject in which they fall behind in the class. Teachers with specialised training to tackle the subject/<sup>wise</sup> backward children should take up the responsibilities of making them up-to-date in their weak subjects. Disadvantaged children need greater help especially in the subject like language and arithmetic. They need the maximum help in language training.

### 3. MOTIVATIONAL REINFORCEMENT

Starving or semistarving children are not likely to concentrate on any cognitive learning. Vigilance or any kind of serious perceptual attention is not possible without satisfying the basic biological need like hunger. So full mid-day meals are essential for these children in the schools. In addition to the satisfaction of biological needs their need for affiliation to the other group representing the elite and advantaged has to be tackled with proper understanding. This implies reorientation of old attitudinal and perceptual sets and stereotypes of teachers and parents. The sense of hostility and disaffiliation of the disadvantaged has to be changed through proper handling and care. In other words parent and teacher training should be an integral part of the total new educational programme for the disadvantaged.



## CHILD-CENTRED EDUCATION- THE CONTEMPORARY INDIAN BACKGROUND

Professor Suresh Chandra Shukla

1. The recent renewed interest in child-centred education calls for an understanding of the country's experience in this regard in the last fifty years or so. The stilling influence of bookishness, authoritarianism in classroom and the domination of external examination; particularly under imperial rule when British domination, alien experiences and culture and lack of freedom of expression and dignity, aroused many lines of alternative interest and activity in education. Object lessons, activity lessons, nature study, gardening, manual training etc which emphasised concreteness and activity had been advocated by even the more enlightened British administrators. However, interest in Montessori and Froebel's ideas and methods, particularly among urban middle and upper middle classes, was the first major form of child-centred education, mainly in the cities. It was combined, however, not only with social exclusiveness but with the use of English and not the mother tongue -- a very important denial of the child's natural experiences.

2. Pioneering indigenous educators like Gijubhai Bhadeka in Gujrat attempted to develop genuine child-centred education for popular masses. This, however, remained a limited regional phenomenon. A much larger spread of private schools, a hybrid between kindergarten-Montessori methods and preparatory pre-primary education run by private managers and teachers, often at high fees and for private profit, also came about. Much of this was not really very child-centred.

3. When Gandhiji, as part of his programme for reconstruction of society, convened the National Education Conference at Wardha in 1936, he attracted many idealist educators as well e.g. Dr. Zakir Hussain who at Jamia Millia had attempted to combine the project method ideas on Dewey's lines (following the Christian mission's work at Moga) with his understanding of work-schools of Germany which Kerchensteiner had pioneered in 1920's. The Basic Education scheme which resulted was an eclectic mix of three different streams at least. The ideal of the sarvodaya reconstruction of society based on manual work for all was only one of these. Activity methods which liberated the child from mere words was the broad umbrella which united varied educational strands such as the humanist, culture-oriented Saiyidain as well as the more rugged Gandhians like Ramachandran and Aryanayakam. All of this was child-centred only to the extent that it



was freedom from external imposition from books and through mere words-in favour of activity and initiative, hopefully child-centred, a point which we shall take up presently. The most effective argument which supported Basic Education was the practical (but as it turned out, illusory) advantage that the product of school childrens' work would pay for much of education, including teachers' salaries, which gave hope to Congress "Prime Ministers" of provinces that they would be able to meet the national target of universalisation of elementary education economically (and whose optimistic arithmetic led the Kher Committee to expect universalisation within 10 years, an idea then put into the Constitution).

4. In attempting Basic Education as India's version of progressive education, freeing the child from the tyranny of books, words and the teacher, India's first major venture into a possible child-centred education was launched. It had to be work-based as the bulk of India's children live in families and environments where work, even for the family's living, is an imperative for the majority of children. It failed to take root as the formal education system essentially was and unfortunately still is for children on whom such an imperative is not imposed. The effort to promulgate work-oriented Basic Education in some, mainly rural sectors of school education was thus seen as

an attempt to provide unequal education ("Basic Education, good education for the other man's child") and was rightly resisted including in its most undemocratic Rajagopalachari Parulekar version. However, in its short two-decade career Basic Education brought about important conceptual and practical advances. The use of colour and local materials on a large scale, freedom to do and draw as you like; group activity, singing-all individually important components in the practice of any good education and of child-centred education-became much more widespread in the general system of elementary education than before .

5. The fundamental conceptual (theoretical) and practical problems of the idea of child-centred education, however, remain-even independently of the experience of Basic Education. A child is not only developing from within but in a culture. Not only do his/her capacities and inclinations develop, they do so against the background or both past traditional and contemporary modern goals sets of valued skills and practices. The cultural past and present of a society as well as the preferred future goals of a whole society, of its different-ever conflicting-segments superimpose themselves on both method and substance of education. Child-centredness is, therefore, essentially a method of instruction and selection and organisation of the curriculum- of which the

substance have to be found largely elsewhere viz in past traditions and goals for the future. Strident and extreme statements on child-centred education as a programme are relevant only in as much they help to liberate from the tyranny of the book, the adult and the word and to move in the direction of things, action and childrens' **initiative** not as an entire and comprehensive statement on education.

6. Current emphasis on child-centred education must be viewed in a similar manner. In fact, too loud an emphasis on child-centredness could intentionally or otherwise well help to obscure some other important and pervasive dominating and not at all child centred influences such as the media (TV etc), new technology (computers) and old and new cultural influences (religious- Hindu or Muslim-modern western or other.) It is best to state and explicitly recognise the possibilities as well as the limits of the child-centred movement, even as we need to emphasise the urgent and predominant necessity of liberating the classroom and the child from the tyranny of the adult, the word and the invisible external examination in the methods and content of learning.



TOWARDS EDUCATION FOR NURTURING CREATIVE POTENTIAL  
AMONG CHILDREN

Dr. (Mrs.) Sushma Gulati

With the increasing emphasis on child-centred approach to education as envisaged in the National Policy of Education (1986), it has become more obvious than ever before that ample opportunities should be provided to help children develop their creative potentialities. Research has shown that nearly everyone has the potential to be creative to varying degrees. There are opportunities for expression of creativity in almost every sphere of life. It is, therefore, necessary to help each child develop some general abilities and skills such as divergent and independent thinking, originality, imagination, curiosity, flexibility, courage to ask questions, problem-solving skills etc. right from the early stages of schooling to enable him to meet the future problems of life creatively and inventively. School is, in fact, the place where an organised effort can be made to nurture the basic foundations, the abilities, skills and motivations necessary for creative achievements in life.

Research and experimentation supports the concept that deliberate attempts <sup>can</sup> be made to nurture creativity in schools by programming the educational climate which will facilitate its expression and development. Looking into

our present system of education, however, we find that it does not easily lend itself to the development of creativity. Acquisition of knowledge, memory, accuracy, neatness, caution are encouraged but rarely are the children called upon to use their ingenuity, independence and uniqueness. Despite some lip service to the notion that creativity should be encouraged among children, the qualities of creative children are precisely the ones which are usually frowned upon in most cultures.

In order to help children develop their creative potential, we must as a society first/  
/learn to value creative thinking and behaviour. There is a need for creativogenic environment according to Ariet (1976), in our homes, schools and society.

The question of providing education for development of creative abilities and skills encompasses the entire educational system- the curricula, teaching-learning strategies, examinations instructional materials, classroom and school organisation etc. Indeed, there are various cultural, structural and educational barriers to the development of creativity among children especially in India. This, however, is not a new phenomenon. If we want the child today to think and behave creatively in life, his creative potentialities can be nurtured in a number of ways by all those who influence his development especially his teachers.

Teachers, more than anyone else in a school setting, can nurture creative potentialities of children in their day-to-day interaction and teaching in the usual classroom situations. There are a variety of teaching-learning techniques, skills, materials, classroom conditions, attitudes, relationships with children which can be used to aid the expression and stimulation of creativity. Teachers, by and large, lack the sensitivity to value the original and novel ideas of children. They usually prefer intelligent but less creative children. They are generally annoyed with creative behaviour and tend to interpret it as misbehaviour. This is primarily because they are not sufficiently aware of the need and importance and the nature and process of creativity in teaching-learning. The need has been felt to upgrade teachers' knowledge to bring them abreast of new findings in classroom practices to develop creative thinking in children.

A modest attempt has been made by the Department of Educational Psychology, Counselling and Guidance of the NCERT in this direction. Since 1985, the Department is offering short term training courses to the teacher educators of elementary teacher training institutions covering different states of the country in a phased manner. These teacher educators are expected to extend the knowledge and skills gained in this course to teachers at the grass root level especially the

pre-service teachers during their teacher-preparation programmes.

Besides these short-term training programmes, it is essential that inputs of our teacher preparation programmes may be so modified as to induct the spirit of creative approach in teaching practice and evaluation.

The question of providing education for developing creative potential among children; in fact, relates to the re-assessment of our values and re-appraisal of the goals of education and ends of the educational process. Under the child-centred approach to education, as articulated in the National Policy of Education (1986), a significant re-orientation to the very approach to education is already taking place. Teacher has been assigned the changed role of facilitator. There can be tremendous possibilities for teacher to create conditions conducive for the development of creativity because providing education for creativity is at the very root of the child-centred approach to education.



## CHILD-CENTRED EDUCATION - GENERAL CONSIDERATIONS

Professor Shib K. Mitra

Child-centred education has been discussed in its historical perspective in this paper. New Education Policy vis-a-vis child-centred education has been described. The concept of child-centred education has been deliberated upon in relation to curriculum, evaluation, text books, physical facilities and teacher preparation etc.

The focus of the Symposium to elucidate the National Policy of child-centred education in terms of the recent insights into the child development processes - has been highlighted. The possibility for having an alternative system of education for rural children has been discussed and ruled out. The improvement of the present system by putting more resources for Pre-school and Primary education has been argued. Some of the prevailing practices in the Pre-school and Primary education have been described. Suggestions for bringing out some desirable changes in our approach to make education child-centred have been put forth.



NURTURING AFFECTIVE INPUTS OF PUPIL'S PERSONALITY-  
IMPLICATIONS FOR TEACHERS.

Dr. (Mrs.) Swadesh Mohan

The last few decades of educational theory and practice the world over, seem to have overthrown all humanistic concerns and have undervalued the role of "affective domain", primarily to keep pace with the trends in "knowledge explosion", and secondarily, because of problems in transacting affective curriculum. The almost universally cherished educational goal, on the other hand, of producing personally sound and functionally effective personalities, requires cultivation of inner emotional processes and socially adept behaviours as much as intellectually toned learning. Moreover, affective attributes, such as interest and motivation, if associated with cognitive learning outcomes and success experiences, result in intensifying the interest, application and involvement of the learner towards cognitive activity. Interdependence between the two domains becomes apparent when one finds that both are instrumental in facilitating or disrupting the achievement level, both serve as moderator variables in determining differential reactions of the learner to various aspects of instruction like pedagogy, content etc. and both can be framed as expected learning outcomes. In addition, the unintended side

effects generally labelled as hidden curriculum, 'implicit education' etc., are generally the result of any educational inputs. The affective outcomes of education are, thus, not only an end in themselves but also serve as motivational means to classroom learning, if coupled with such reinforcement contingencies as provision of congenial surroundings, warmth in communication, freedom to learn, and conditions conducive to learner's inculcation of a personally satisfying and socially desirable set of values.

Literature in affective domain covering at least a century by now is replete with theoretically sound and empirically validated strategies and procedures for infusing among pupils a spirit of learning and discovery of self, and of striving to realize one's inherent cognitive and affective potential. Educationists like Tagore in India and Dewey in the West have propounded humanistic ideologies, which if adopted, can result in acculturated, self-sufficient, and fully blossomed individuals.

Later thinkers like Carl Rogers', Piaget, Kohlberg, Raths et al, Loevinger and Krathwohl et al have been concerned with designing rationally and logically evoked strategies, which if adopted by teachers in and outside

classroom, will help the pupil unfold himself, and realize his inherent affective resources. These basic concerns have touched the very heart of child-centred education, specially in school settings. It remains, however for the school personnel including the teacher to imbibe the basic concerns regarding affective domain in the curricula and the teaching practice.



## CURRICULUM AND CHILD-CENTRED EDUCATION

Professor S. Narayana Rao

The thrusts of the National Policy on Education (NPE)- universalization and vocationalization of education can be pursued with some amount of success if the educational programme are child-centred. The shift of emphasis to the child was characterized as "Copernican Revolution" in education. Child-centered education has become a slogan. However, it provoked a critical, even hostile reaction from some educationists such that, they view child-centered approach as the source of most of the ills of society. Some stress the dangers of exclusive emphasis upon the child leading to sentimentalizing childhood and to undesirable prolonging and delaying the growing up of the child.

There is the danger of not giving sufficient thought to the curriculum. Granted that we need to teach "children" and not "subjects" the important question: "What should we teach?" remains unanswered. One cannot possibly say that the children are just "taught". They need to be taught something concrete. Hence curriculum assumes importance. This does not mean that the pupil is relegated to the background. The developmental or spiral conception of school curriculum resolves to a large extent the problem of child versus curriculum. Yet, to Brunerize the curriculum would mean moving the educational

centre of gravity away from the learner. Most educationists view the frequent cause of failure among the pupils to be the courses the children are required to learn. In most unsuccessful courses much of the material is put without consideration of the needs of the pupils and the question of relevance. Teaching ought to achieve the goal of the "whole man" which stresses the experience of the whole. That learning experiences ought to be integrated cannot be disputed. However, the curriculum that tries to hang together subjects such as music, mathematics, literature, etc., would not only be irrelevant but miseducative. There is further danger of adopting "regional study" approach as an integrated approach which could develop into cultural parochialism. The regional approach would throw up an unbalanced education and may lead to perpetuation of cultural poverty. Learner-centered education takes skill and knowledge of the pupils into account, helps overcome pupils personal impediments - psychological and social. Teachers' attention will be focused upon the learner even if they (teachers) were to hold scholastic values uppermost. The need for recognizing the learner's autonomy as a person is a vital point that helps the learner to seek his own education based on the life as he sees it.

The controversy between child-centered and integrated approach defies easy solution. Therefore, the teachers ultimately have to take the initiative to promote spontaneous learning that suits learner's best interests. Guidance and



direction is necessary to forestall the danger of reinforcing cultural deprivation by discouraging them from adopting unrealistic goals which may result in frustrating failures and dampening of the pupils enthusiasm to learn.

The learning situation is essentially triadic in nature involving the pupil, the teacher and the curriculum. This is unfortunately ignored owing to the propensity of educationists to erect educational dualism resulting in inevitable dilemmas. The principle of rhythm helps to escape from false dichotomies such that there can be educational progress.



## TEACHER EDUCATION FOR CHILD-CENTRED EDUCATION

Dr.S.P.Anand

Education is inherently a child-centred system. Logically, it becomes very essential to process it to its logical ends only by child-centred approach.

To give up the prevailing authority-centred system of education and to embark upon child-centred structure of education, is to bring about a revolution in education. It is to usher in an era of changed and improved education.

Child-centred education revolves around the learner. It emanates from the learners (children) to conclude its finale in children. Child-centred approach ensures the development of child as individually satisfying and socially useful individual.

Teacher education occupies a seat of fundamental importance in a system of education. For an effective introduction of any change or to bring about a reform in education, it must flow from the auspices of teacher education. The entire programme of teacher education needs to be renovated and rebuilt to rise to the occasion.

Teacher education needs to be broadened and widened in its scope and perspectives. Teacher educators should be made more responsible to the process of education. In our scheme of things to effectively introduce child-centred approach in education, teacher educators' specialisation and expertise should be availed of in all its steps.

Teacher educators should be actively involved in the construction of child-centred curriculum - the pace setter in the beginning of child-centred education. All the more they are expected to be the men of faith and conviction in child-centred approach in education. Teacher educators for their effectively working for child-centred approach need be expected to have working experience to educate the children through the same approach. In theory and practice, they should be able to deliver the message of child-centred education to the pupil teachers. In their styles of taking theory classes, child-centred approach should find its justification for practice in schools.

It is always better to have motivated persons to listen to something which is thought to be essential to be conveyed to them. The message of teacher educators should not go unheard in wilderness. It must be received by pupil teachers in full readiness and with a sincerity.

of purpose. The recruitment procedure needs to be carefully planned to ensure such motivated teacher trainees in teacher training institutions.

In the scheme of selection of pupil teachers in the schools and college of education, we are required to keep a balanced view of personal-personality aspects as well as academic record of aspirant trainees. Academically good persons found to be fit for admission to teacher training programme, need essentially be ensured for their healthy attitude towards children, a favourable attitude towards teaching profession and for a sound aptitude for teaching children in schools.

Child-centred approach rests upon a thorough understanding of children on the part of their teachers. Prospective and practising teachers should be given the best of working knowledge by teacher education to understand each and every child in their real perspective. The concept of inter-intra individual differences has to be brought home to the pupil teachers. The contours of mental, social, physical and emotional development of children must be well explained to the teachers.

Teacher education should accept the responsibility of providing leadership role in establishing child-centred education and initiating child-centred approach in teaching the children for their allround growth and development.



APPLICATION OF BEHAVIOUR MODIFICATION TECHNIQUES  
IN ELEMENTARY SCHOOL/CLASS ROOM SETTINGS - AN EXPERIMENT

Dr.S.P.Sinha

Child-centred and activity-based process of learning have been very much emphasized in the National Policy of Education (1986). Behavioural models of learning and instruction have their origin in the classical conditioning experiments of Pavlov, the work of Thoradike on Reward learning and Studies of Watson and his associates, who applied Pavlovian principles to the psychological disorders of human beings.

The application of experimentally established psychological principles to the altering of responses is called behaviour modification. It is concerned with the variables that are currently maintaining the subject's behaviour and these behaviours can be altered.

Darwin Dorr, a noted behaviour modifier, points to the evidence that some form of emotional behaviour maladjustment exists between 30% to 70% of the school children and these problems may continue to adulthood if not treated or corrected in the early years.

The elementary teachers have a key role in forming and shaping the behaviour of the children. Teachers and teacher-educators do not work as stimulator and also they know little about stimulations and responses. Poor achievement, wastage and stagnation of elementary school children are due to the fact that teachers are quite unaware of the scientific techniques of behaviour management of the classroom situations.

These short-comings can be overcome by orienting elementary school teachers in the principles and techniques of behaviour modification to classroom management which will make the teaching learning situations more effective and motivating.

For the purpose of wholesome development of youngsters, an orientation programme in the techniques of behaviour modification has been undertaken by DEPC&G, NCERT with the sole objective "to train elementary teacher educators as resource persons at the state level who may organize training courses for elementary school teachers in the application of behaviour modification techniques in their respective command areas."

Participants have been introduced to a variety of learning experiences through theory lectures and imparted expensive training in the following aspects of behaviour modification techniques:



(A) Accelerating desirable behaviours:

The common techniques applied in behaviour modification interventions for increasing desired behaviour are (i) Contingency management (ii) Contingency contracting (iii) Token economy (iv) Shapping (v) Modeling.

(B) Decelerating undesirable behaviours:

There are three basic ways of decreasing the frequency of undesired behaviours. (i) Extinction (ii) Punishment (iii) Time out.

(C) Principle of Counter-Conditioning:

In this responses are substituted so that maladaptive ones are inhibited by adapting ones.

In their evaluation sheets which are provided to them to be filled in at the end of the course, they have given positive comments about programmes conducted by this Department from time to time.

Participants of many states have taken initiative in this direction and they have reported that this kind of orientation in the principles and techniques of behaviour modification relating to classroom management have made teaching-learning situations more effective and motivating for students.

To help the teacher and teacher-educators a final draft of a "manual on behaviour modification techniques at elementary level" is ready and the printing work of this will be undertaken after the final approval of the Editorial Board for its wide circulation among elementary teachers, which will serve as ready-reckoner for these group of teachers.

The elementary teachers have a key role in forming and shaping the school and later behaviour of the children. It is also a fact that poor achievements of elementary school children are by and large due to the reason that teachers are quite unaware of the scientific techniques of behaviour management of the school and classroom situations. Hence, a great need was felt to orient elementary teacher educators in the techniques of behaviour modification. These trained teacher educators will act as **key** persons and will organise such courses to orient-principles and techniques of behaviour modification <sup>for</sup> / the elementary teachers in their respective command areas. In fact, when these teachers will apply these principles and techniques in the management of the children in the class-room situations; it will make teaching-learning situations more effective and children will certainly achieve better.

The behaviour modification techniques which are based on the principle of learning, specially on operant and classical conditioning, are essentially child-centred.

## CONCEPT AND FEASIBILITY OF CHILD-CENTRED EDUCATION

Prof.(Mrs)Sneh Shukla

The desirability of education to be child-centred has been long recognised. Some of the earliest proponents of the idea have been Rousseau & Froebel. Ancient Indian System of education can also be said to be learner-centred. But it was elitist. In modern times John Dewey, Mahatama Gandhi and some others have emphasised the need for experience based education, which, apart from rendering learning more meaningful, should provide opportunities for children and the guiding adults to discover their (children's) interests and potential. But the Basic Education was tried out and given up; it is said that some of its desirable elements have been retained in present day curricula.

Studying the movement of child-centred education, two points are noticeable. Firstly, the reference is generally to the younger age group, at times only to primary school children. Secondly, activity based education and child-centred education are often considered synonymous. It is likely that the former being equally desirable for the young learner, the two are talked in the same breath.

It is also noticeable that the methods and the process part are discussed most frequently with reference to child-centred education and not the aims or objectives of such a system of education. Is the concept of child-centred education relevant only for the younger age group? Can we assume that the grown up learner (the student) is free in Indian system of education to pursue his own interests ?

Can the young learner be left free to pursue his own interests ? Every society has a vision of its future, even if that is not very clear at times. It directs its children towards that goal. If the goals are perceived for a large group of future members collectively, a lot of room would be available to accomodate individual preferences. It would, though upset the position and the preferences, of small unit i.e. the family. The learner, especially, the younger one, is too inexperienced to decide for himself. Some guidance by the experienced and perceptive adults is necessary. Equally important are the large set of experiences to which the children must be exposed. We are all too familiar with the young child's desire to become a postman, a traffic policeman or a bus driver as these are the people (roles) he notices in the early years of his life. Avenues to future learning and coping up with life in the fast changing world have to be ensured. Within an arranged

environment the child needs to be given wide freedom of choice. The learning environment needs to be continuously rearranged under the watchful care of perceptive adults.

The adults who have the responsibility of discovering children's interests and guiding their learning are the parents and the teachers. At present, in our country, a majority of parents, given their education, experiences as children and present struggle for existence are not in a position to help. The teachers are a little better than the parents. They have some understanding of the growth of the young and appreciation of provision of stimuli for optimum growth but is not emphasised as much in their teacher education programme as 'methods' of teaching various subjects. Moreover, they lack facilities of space and materials to help children explore and learn. The system of examinations and finally the external examinations curb any insight and enthusiasm as the teachers may have for optimum growth of the children. Because of the scarcity of jobs and their close link with certificates earned through external examinations, the parents put pressure on the schools to manage high achievement rather than education.

What then is the fate of child-centred education in Indian Schools ? The parents are not interested; the teachers are not educated to facilitate it. The schools do not have the facilities to provide it and the society does not provide opportunities for growth that it cannot comprehend within known parameters of success.

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DEVELOPING INSTRUCTIONAL STRATEGIES TO REDUCE CASES OF  
NON-ENROLLED, NON-ATTENDING AND DROP-OUT CHILDREN AND TO  
MAKE EDUCATION MORE MEANINGFUL

Dr. Saroj Srivastava

It is essential that the citizens of India must attain some minimum standard of education if India wants to develop politically, socially and economically. Realising the importance of education for the development of the country the framers of the Indian constitution have made it obligatory on the part of the states/centre to provide free, compulsory and universal education upto the age of 14 within a period of ten years after its adoption in 1950.

From the available statistics, it seems that we are still far from the goal of providing free compulsory and universal education to all children in the age group of 6-14 years. Even the efforts to cover the children in the age group of 6-11 years have not met with sufficient success. In order to quantify exact position in Punjab with special reference to Ferozepur a survey with the financial assistance of Planning Commission, Govt. of India was taken up as a pilot study because the story is almost same everywhere with minor variations.

### Crisis Points:

Having discussed the causes of non-enrolled, non-attending and drop-out children the question arises what are the crisis points through which one can analyse the problem for finding the probable solutions:-

- a) Lack of awareness on the part of the parents about the importance and utility of education in one's life.
- b) Socio-economic status of the parents is another crisis point as it has been found that parents having low income, illiterate and having skilled jobs have untoward attitude towards the education of the children.
- c) Education needs to be related to the real-life situations. Immediate utility cannot be foreseen by the parents for the formal education system.
- d) Uncongenial atmosphere of the school such as unsympathetic attitude of teachers, rigid curriculum, stereotyped teaching, create apathy among children for education.
- e) Education is not related to employment.
- f) Education creates elitist mentality.

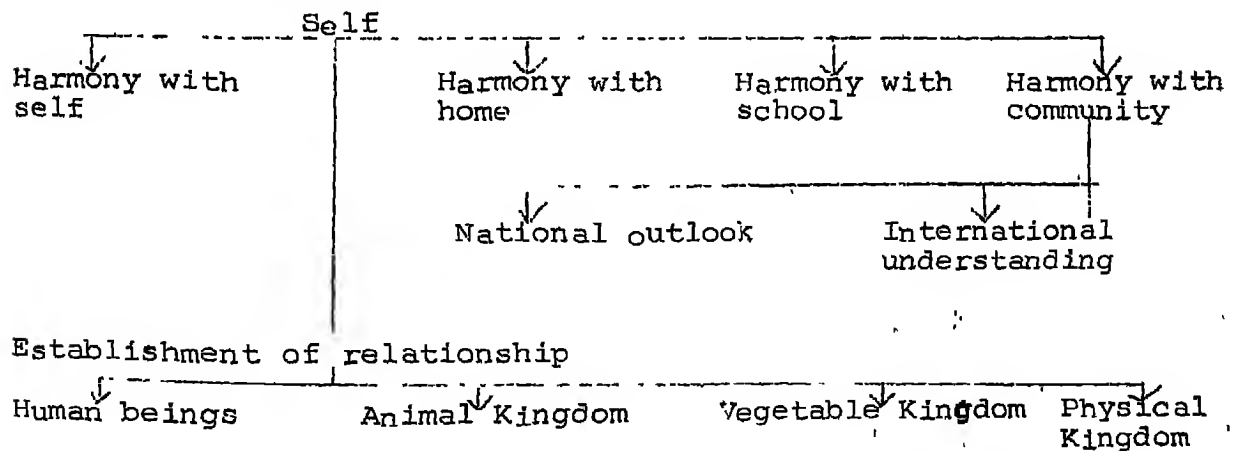
### Creating awareness

The investigation revealed that the crisis has emerged mainly because of the lack of awareness on the part of the parents with regard to utility of education. Crisis of awareness is created because of the lack of communication.



Parents do not find themselves in a position to perceive things in right perspective and do not make dynamic adjustments with the fast changing society. Distant education, use of multi-media and television, video cassettes, film, filmstrips, radio, tape-recorder, posters, models, non-formal centres of education, adult centres can prove to be powerful source of re-educating the community in this regards. In fact awareness and adjustment go together, when an individual is conscious of the need of some knowledge or wisdom, he/she automatically develops a favourable attitude towards learning and getting himself adjusted to changed environment. This awareness and adjustment are required at all the four levels, i.e., self, home, school and community.

Adjustment Model for developing harmony at various level:



Right perception of relationship at all levels is sine qua non of making instructional strategies more meaningful. A new ethics need to be evolved to educate children in right perspective.



## EDUCATION FOR LIFE

Mrs. Fara Ali Baig

Educational planning must take into careful consideration the actual trends in the country and the overriding psychological factor of stability and upward mobility as the principal elements of motivation.

Despite the high idealism in creating the Constitution and objectives of national life from the time of Independence, the alteration of moral values has affected the teacher community with a greater self-interest motivation than a national one. For education to be child-oriented, the main hurdle is altering concepts of teachers to undertake a new role more stimulating to students. To achieve national objectives of growth and development, discipline, concern for others and habit formation in terms of physical work must be the basic ingredients through action-oriented programmes. Children respond more readily to action programme than to learning oriented ones.

If we succeed in our current ideals of achieving universal primary education and creating a society of equality through education, India will face the phenomenon of job seekers unwilling to do the dirty work, and of inadequate finances by the State to provide machine alternatives as in the Western world. It must be recognised that education, as conceived by the average citizen, is a mark of superiority.

In the circumstances, a work ethic has to be incorporated into the total school system as Gandhiji had envisaged, if we are to have a truly egalitarian society. These processes will not be achieved by lectures or preaching but only by habit formation, and it has to be an integral part of education from the nursery school, balwadi, upwards.

The ambivalence of role models for the child in the family are complicated by dual moral values imparted in the school, and this ambivalence can only be altered by providing a good citizen role model for children by giving the child responsibility and local recognition in the systems that are devised for the future. Talking to the child must be changed to working with the child, and team spirit must take the place of the egocentric patterns of concern that are actually current in the home environment.

## EDUCATION FOR THE SOCIALLY DEPRIVED AND SOCIALLY HANDICAPPED CHILDREN

Professor T.E.Shanmugam

The socially deprived form about 17 percent and socially handicapped about 1 percent of the population of India. Problem of education of children from these classes of people bristles with difficulties. But they are not unsurmountable. The enrolment of these children in class I is proportionate to their population, but the dropout rate after class V is fairly high.

In this paper the nature of the socially deprived and socially handicapped section of the population is explained. Applying Piaget's Stimulus deprivation theory and Hebb and Hent's Principle of Incongruity- dissonance, how the environment of these classes of people cause deficits in cognitive, emotional and motivational aspects of these children, is explained. Several suggestions for overcoming the deficits mentioned above and for development of cognitive, emotional and motivational aspects are made. In this regard the importance of compensatory education in the same school set up, structuring the syllabi with bias towards certain vocations and setting up hobby centres on the model of Pioneer Palace and Pioneer Houses in U.S.S.R. are suggested.

Before actually implementing western models, intense research in the context of child-centred education is emphasized. Some of the tests widely used in this country, for example, Standard Progressive Matrices, Creative tests modelled after Guilford and Wallach and Kagan, have to be reassessed in the Indian context, before they are used in the child-centred educational programmes.

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CHILD CENTRED EDUCATION: IS IT FEASIBLE?

Dr. T.N. Dhar

Although advocated in the National Policy of Education 1986 and the Programme of Action, the latter indicating in more specific terms, the strategy of implementing the Policy does not provide any evidence of a careful consideration of what child-centred education involves in terms of instructional programming, school organisation, preparation of teachers and the investment of resources. The contention in this paper is that, interpreted in strict terms, child-centred education must be organised in relation to the uniqueness of each individual child and his/her distinct developmental needs. No education system would find it possible to do so. Even the cafeteria approach to the provision of instructional activities, characteristics of some countries with plentiful resources does not take care of individual differences. Child-centred education is not only a question of the lack of resources. More important is the difficulty to design specific programmes to meet the specific needs of individual children.

2. In the Indian context, even a modest programme of education which can take care of the needs of distinct groups, much less of an individual child, is not feasible. Even for the so-called "average" child which is the concern of the

school, the education system finds it difficult to organise a meaningful and relevant programme. Many constraints operate. Some of them are:

- the prescription of a uniform syllabus which reduces the operational flexibility of the teacher
- the eligibility requirements of university education which influence syllabus of second and first levels of education.
- the influence of public examinations which encourages preparation in narrowly defined cognitive development
- the social and economic rewards available in the society which influence educational choices both on the part of a child as well as an educational institution
- the future orientation of education which makes it difficult to cater to the childhood needs of children

3. Child-centred education requires a high degree of flexibility in content and format of education. Perhaps the more important dimension is the preparation of a teacher to cope with almost an "anarchic" situation where there is no prescription of educational tasks.



4. In conclusion, the paper suggests that, instead of talking of child-centred education, it might be worthwhile to consider the implementation of a fairly large-sized pilot project for the provision of education relevant to the needs of a distinct group/community. It is also contended that, even<sup>with</sup> such a pilot project, it would be difficult to be certain whether<sup>relevant</sup> education has been provided.

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## GESTALT DEVELOPMENT OF GIFTED CHILDREN

Miss Usha John

As life becomes increasingly complex the role of the creative mind looms larger than ever before in science, business, industry as well as the creative arts and child domains. Educationists all over the world are increasingly concerned whether current methods of teaching, testing and examining at school and college and at university levels may not unduly favour the conformist mentality and discourage spontaneous independent thought among those students who might make future original contributions to the creative arts, science and technology. Therefore it should be increasingly realised at all levels of society that giving a better deal for the gifted child is not only in his interests but in the best interests of the society and the nation. The overall development of a gifted child is closely associated with positive gestalt and global educational environment. Parents and teachers can make a significant contribution to gifted children's creativity and personality development. The school as an institution should therefore cater to the development of gifted children. But how many parents and schools in India have promoted their individual development of knowledge,

skills and attitudes conducive to the actualisation of his/her potentialities to the fullest?

In a developing country like India where there are not many psychologists - where the majority of parents are illiterate and the minority though educated are guided by the materialistic norms of success, prestige and affluence, and where teaching is one of the poorest paid professions - the education of the gifted child becomes doubly challenging. To enable teachers to put forth their best efforts there should be more teachers' refresher courses linking national programmes with the latest international trends which are relevant to the conditions prevalent in India.

There is a vast reservoir of talent spread all over the country but the attitude of parents and the educational system do not allow it to flourish. Very little is done by schools to accelerate the process of initiative and enterprise - the spirit of adventure and scientific enquiry. Due to overcrowding in classes very little can be done by teachers to explore the students' environments and their worlds which could lead to better rapport and friendly communication that are so essential for the free expression of new thought processes and discoveries that are more meaningful, relevant and helpful to the students than the

knowledge they acquire from some badly written and often boring textbooks. Parents have always been inclined to reward those children who do well in their exams and those who do not are penalised and made to feel utter failures. The conventional methods of education adopted by schools are hostile to creativity and teachers tend to dislike 'high creatives' and do not have the time or inclination to explore or discuss their world of new ideas and prefer teaching the more docile high I.Qs.

Consequently, examination papers in this country are basically designed to test information and recall of vast amounts of information that does not convey anything meaningful. Few teachers and parents realise that gifted children's capabilities and creativity can be increased by their right attitude. Many parents are of the view that students who obtain high marks in the subjects in which they are examined are gifted and creative. But the fact is that if we were to identify children as gifted on the basis of the brilliant success in scholastic tests we would eliminate seventy per cent of the most creative and talented children.

Guided by the materialistic norms of success, prestige, affluence and power most parents tend to impose their decisions regarding careers on their gifted and creative children, little realising the disastrous effects of such

decisions.

In India, the case of the gifted and talented child could be likened to that of the ugly duckling who turned out to be a swan in the well known fairy tale. Misunderstood, despised and left alone to defend himself, a gifted child is very often the unhappiest child in the family and in the class at school.

This paper tackles some of the problems faced by gifted children and the role of parents, teachers, psychologists, counsellors and patrons to improve this situation.

CHILD CENTRED EDUCATION: ENVIRONMENTAL APPROACH

Sri Z.S. Chhikara

The New Education Policy (1986) has thrown a challenge to the educationists to do loud thinking for finding new approaches to education by bringing the child in the centre of all activities and shifting the emphasis from teaching to learning. Environmental approach is one of the approaches that involves a child in activities that are based upon his observation and investigation of the familiar surroundings.

The conservation society has given the following objectives of environmental education at the elementary stage:

- (a) provides assistance to acquire and progressively develop basic skills and concepts
- (b) provides a source and stimulus for creative work,
- (c) provides opportunities for making discoveries at first hand.

Further, it should lead to the development of an awareness of personal environmental responsibilities.

The 'Young People' and the 'Environmental Group' has suggested that all things within sight, and reach is the environment of the child. The child has strong drive to explore and he should be encouraged to become involved in the environmental observation and exploration with the help of all senses - sight, sound, touch taste and smell.

At this stage, the child starts to mix socially and develop attitudes through his experiences of acceptance, approval or disapproval by others. Thus, the foundations of his concern for the community and a sensitive caring outlook towards all living things can be laid.

For the development of language, vocabulary and conversation new words and phrases which can be understood and used by the child should be introduced while exploring and describing environment.

Some of the important skills that are expected to be developed in an environmental studies programme have been discussed in this paper. These are:

- (i) Language: It is an important means of communication and is used by a child in three ways viz., oral discussion (accounts of journeys, people he meets, things he sees etc.), factual writings (written



- accounts of journeys, letter writing etc.)  
and creative writing (imaginative writing as a reaction to exciting and stimulating events).
- (ii) Mathematics: It is regarded as one of the tools through which accurate observation, analysis and interpretation may be undertaken.
- (iii) Mapping: The child learns the use of title, key direction etc. which are essential for a map.
- (iv) Experimentation: Accurate observation, recording, classification, interpretation and generalisation are essential for any scientific investigation.
- (v) Drawing, modelling and pictorial representations: Direct experience of form, colour, texture and movement of the world around the child may evoke a desire to express his reactions in pictorial forms.
- (vi) Questionnaire and Interview: The child prepares his own simple questionnaire and interview schedules to collect information about the environment.

All these skills are inter-connected and therefore any individual skill cannot be developed in isolation.

Therefore, to make the process of education interesting, meaningful and relevant environmental approach has been emphasized especially at the elementary stage.

## CHILD-CENTRED EDUCATION : SCIENCE EDUCATION

Professor B.Ganguly

A unique feature of the National Policy of Education (1986) is that it professes, among other things, child-centred education. It also underscores the need for strengthening our school science education. It is important that we examine both of them together, for with respect to science education, child-centred education means a radical departure from the content and character of what is learnt by children in the school and out of it.

The attention of curriculum developers has so far been focussed on the ever growing factual information on the pretext that the doubling period of scientific knowledge is reducing at an unprecedented rate. The growth of factual knowledge and theoretical scaffolding, therefore, has dictated that new facts, theories and concepts should load the curriculum with disjointed information, definitions and unending series of technical terms which is to be reproduced by the learner on demand.

The teaching of science is a human endeavour and has developed only through the human faculties like thinking, raising honest doubts, questioning of the prevalent beliefs and searching for logical answer. The child not a miniature

adult. The curriculum that takes this into cognizance and encourages the learning style of the individual is a true child-centred curriculum.

As laws and principles of science operate equally in all kinds of environments, it is possible to teach science effectively in both urban and rural environments. In our country, rural children have more experience about the environment than the urban children.

The NCERT has identified seven dimensions of scientific literacy and efforts are being made to reshape science education accordingly. Proper training of teachers, together with supply of resources, are needed for effective implementation.

## FACILITATING SELF-DISCOVERY PROCESS IN ELEMENTARY SCHOOL CHILDREN

Dr. Gursharan Kaur Joneja

The National Policy on Education, 1986, states that "each human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism". Implicit in this is the fact that each child's needs, capacities, interests, values impulses or feelings etc., should be seen as assets and each child should be helped to make the most of what he is by providing positive learning-living climate conducive to the total development of the child. This can be accomplished when each child is helped to grow in knowledge of himself, to discover his resources, his strengths and limits, to be independent, to feel adequate, to take initiative, to set realistic and challenging goals for himself and to decide the various ways to reach his goals.

Actually, without being deliberate, each child from very early stage starts discovering his assets and limitations in whatever he observes and engages in at home; school, play, social functions, reading, writing, creative work and radio or television programmes etc. to be able to do something or in realising his capacity to meet

the challenges at each stage of development. This also helps him to discover and measure himself. But, still, all potentialities and weaknesses are not discovered systematically due to lack of opportunities and facilities for that. The school can certainly help each child, in the self-discovery process, through activities involving problem solving, critical thinking, plan of action, allocating responsibilities and work-related activities. The psychological potential of various school subjects and the psychological influence of student-teacher relationships and student-student relationships can be capitalized in order to help the students in this direction. This is not an easy task. It requires a truly dedicated teacher who believes in children, has genuine interest in them, and encourages them to innovate new approaches in understanding self and becoming self-directive.

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